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ABSTRACT

The Texas State Compensatory Education program (SCE) had three components: (1) basic skills; (2) bilingual education; and (3) planning--including specification of competencies for grades K-6, Title I model program development; and coordination of Title I, Title I Migrant, and SCE for effective use of federal resources. Because of the diversity of programs planned by the ten schools in the basic skills component and the four schools participating in the bilingual component, the SCE evaluation was not objectives-based; instead, it focused on thirty decision questions regarding the program's potential for generalization to other funding sources and other schools, since refunding of SCE was unlikely. Most of the questions addressed the planning of SCE programs and staff development workshops, implementation (in general and by individual schools), and the role of area directors and instructors. Several questions dealt with academic achievement as measured by the California Achievement Tests and the Boehm Test of Basic Concepts. The remaining questions involved attendance, student attitudes, and use of SCE instructional materials. (CP)

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FINAL EVALUATION REPORT

1976-77

STATE COMPENSATORY EDUCATION

June 30, 1977

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I

ABSTRACT

Evaluation of State Compensatory Education, 1976-77

Description of the Program

The SCE program for AISD in 1976-77 was made up of a basic skills component, a bilingual component, and a planning component. The appropriation for 1976-77 plus carryover funds from the previous year's program provided approximately $400,000 for implementation of program activities.

Each component is described briefly below.

Basic Skills Component: Eight sixth grade schools and two elementary campuses participated in this component. Each school planned its own program for meeting the needs of students identified for services in reading and/or math. These individual school programs were planned within broad guidelines that allowed considerable variation from campus to campus.

Because SCE funds would possibly not be available after the 1976-77 school year, the guidelines called for limited hiring of personnel with SCE funds. Therefore, only four reading teachers, 14 aides, and two community representatives were hired in all for the ten campuses. No supervisory personnel were hired.

Approximately 3,000 students were served in the component.

Bilingual Component: Due to the last minute lapse of ESAA Bilingual/Bicultural Project funding in AISD in the summer of 1975, State Compensatory Education funds were allotted to four schools as a means of providing support for bilingual classrooms not already served by Title VII.

Each of the schools received SCE funds to use for bilingual materials, consultants, and substitutes (so that teachers could attend Title VII and local bilingual staff development activities). Approximately 1,250 students were served in this way.

Planning Component: A team of three planners was hired in the late full of 1976 to work with the AISD Education Planner in developing the following:

1) an outline of required student competencies for grades K-6

2) three model programs for Title I

3) proposals for Title I, Title I Migrant, and SCE that utilize and coordinate all federal resources in the District.

Evaluation Purposes

Because of the diversity of the programs planned on the ten Basic Skills Component campuses, it was decided at the beginning of the program in February of 1976 that an objectives-based evaluation approach would not be feasible. It was decided instead to plan the evaluation around decision questions regarding State Compensatory Education for which decision-makers would need data-based information.

Since SCE was likely to not be refunded after 1976-77, SCE Evaluation in the second year focused on system-level decision questions that dealt with the potential for generalization of SCE activities. These questions were generated in meetings with various District personnel at the beginning of the school year.

Evaluation Activities

Evaluation of the SCE Program was coordinated with evaluation of the District Title I Program. This coordination was accomplished through assignment of part of the current Title I evaluation staff to SCE evaluation on a part-time basis, so that responsibilities were split between Title I and SCE.

Information pertinent to the decision questions listed above was gathered through tests, interviews, questionnaires, observations, and review of available records and documents.

Evaluation efforts in relation to the SCE Planning Component included a large needs assessment effort in conjunction with Title I. An extensive literature review on the effectiveness of instructional aides was included in that needs assessment effort.

An aspect of the SCE evaluation design that was meant to help principals in school program planning was the preparation of a review of the literature concerning effective uses of videotape in the classroom.

The cost of evaluation activities in 1976-77 was $37,792.

Evaluation Findings

Local campus planning of SCE programs was extensive for most schools but minimal for at least some.

Although most of those persons involved in the local campus planning of SCE programs judged it to be quite effective, reservations were voiced by some. Teachers, principals, and area directors were most enthusiastic, while instructional coordinators were less so.

Teachers in schools where there was more teacher involvement in the planning process tended to rate the effectiveness of local campus planning higher than did teachers on campuses where there was less teacher involvement.

A major problem was encountered in the large scale ordering of materials for Basic Skills Component campuses. The lengthy process of approval by TEA of the 1976-77 application (approximately six months) meant that funds could not be released until well into the school year. Even after release of the funds in late December, there was further waiting by the schools for purchase orders to be processed and vendors to deliver the materials. SCE programs were impeded to the extent that they were dependent on materials, and teacher morale was hurt when expected materials were not available at the beginning of the school year.

Area directors were minimally involved in the planning of SCE program activities and in the SCE staff development activities. Some instructional coordinators were infrequently involved in direct planning activities and more frequently involved in selection of SCE materials and planning of staff development activities.

There was a tendency for schools in the local campus planning model to serve non-SCE students as well as SCE, and school program designs were not always carried out as originally planned and submitted to TEA for funding.

Classroom observations showed that SCE students and non-SCE students spent almost exactly the same amount of time in each of the basic skills instructional areas. SCE students as a group did not receive extra instructional time for reading or for math.

Achievement of SCE students at the end of the first full year of the program showed no change in the percentile rankings of sixth graders (as a total group) in reading and math from pretest to posttest. This means that although they did not gain enough to raise their standing in comparison with a nationwide sample of students, neither did they lose any more ground. Non-SCE students in sixth grade also made no change in percentile rankings from pretest to posttest.

Gains of SCE Basic Skills Component students in grades 2-5 varied considerably by grade level and by subject, with losses shown in some areas and gains shown in others.

Kindergarteners in the Basic Skills Component scored far below the national norm for middle socioeconomic status students on the pretest but were close to the norm on the posttest.

Reading labs showed no success in raising the percentile rankings of SCE students served by them. "Floating" SCE reading teachers (special reading teachers who served students in their classrooms) showed some success, as did classroom teachers working with SCE materials. Because of the lack of control groups or longitudinal data with which to compare scores, however, it must be noted that there is no way of knowing how well these students would have done without any treatment. It is possible they would have done just as well.

Activities of SCE community representatives at Martin appear to have produced substantial increases in sixth grade attendance at that school.

Videotape activities were the one element of SCE activities that was studied in relation to student attitude, since videotape activities are often believed to make students like school better. Results of the evaluation study showed that participating in videotape activities cannot be said to increase students' preference for the activities or for attending school. However, videotape activities were ranked highly by students, and high levels of participation did not decrease the appeal of these activities for students.

II

DECISION QUESTIONS ADDRESSED

INTRODUCTION

In proper context, the decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision-making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at a recommendation concerning the decision. Ultimate responsibility for making the decisions always rests with the particular decision-makers charged with that responsibility.

This section of the report provides a summary of the information contained in the rest of the report as it relates to the decision questions. For more detail on the findings reported here, refer to the other sections of this report where the findings are presented in greater detail. References are provided for the detailed findings.

ORE provides the relevant decision-makers and administrators in the District with a copy of the decision questions and evaluation findings. These administrators will have responsibility for making recommendations which will be forwarded to the Board of Trustees. This will occur during the November following the release of this report.

The decision questions dealt with on the following pages were generated in an August, 1976, meeting with the Director of Developmental Programs, the AISD Education Planner, and ORE staff. They were then reviewed by:

1) the Director of Elementary Education
2) elementary area directors
3) elementary instructional coordinators
4) principals of schools with SCE programs

Almost all evaluation activities for SCE were then planned in relation to gathering information relevant to these questions.

Because it was not considered likely that SCE funds would be available again in 1976-77, the decision questions for SCE were all system-level in nature. Future decisions regarding SCE would primarily be concerned with generalization of successful SCE activities to other funding sources and other campuses.

SYSTEM-LEVEL QUESTIONS

1. Should local campus planning be implemented in other compensatory programs in AISD?

RELEVANT FINDINGS:

The extent of local campus planning under SCE and the effectiveness of that planning effort are considerations relevant to the issue of further local campus planning efforts in AISD. So would be any problems encountered during local campus planning of SCE programs.

Extent of local campus planning: Local campus planning of SCE programs was extensive for most schools but minimal for at least some. There was less teacher involvement during the second year of the program in six of the ten schools, probably due to the fact that planning for the second year generally consisted only of amplification of the first year's programs. Overall, there was a slight decrease in the amount of teacher involvement in the planning of SCE programs from 1975-76 to 1976-77, (Initial planning had been for two year programs.)

Related to the extent of local campus planning would be the amount of time allotted for schools to plan their programs. They were given approximately one month to plan their 1975-76 programs (in November of 1975) and were again given one month (in May of 1976) to plan their 1976-77 programs. Although the amount of time was short in both instances, there was little complaint about shortness of time for planning of 1976-77 programs as there had been regarding 1975-76 programs.

Effectiveness of local campus planning: Although most of those persons involved in the local campus planning of SCE programs judged it to be quite effective, reservations were voiced by some. Teachers, principals, and area directors were most enthusiastic, while instructional coordinators were less so. The Education Planner was moderately enthusiastic. It is interesting to note that teachers in schools where there was more teacher involvement in the planning process tended to rate the effectiveness of local campus planning higher than did teachers on campuses where there was less teacher involvement.

Student achievement in the local campus planned programs is ultimately the most important consideration. Achievement of SCE students at the end of the first full year of the programs showed no change in the percentile rankings of sixth graders (as a total group) in reading and math from pretest to post-test. This means that although they did not gain enough to raise their standing in comparison with a nationwide sample of students, neither did they lose any ground. Non-SCE students in sixth grade also made no change in percentile rankings from pretest to posttest.

Gains of SCE Basic Skills Component (local campus planning model) students in grades 2-5 varied considerably by grade level and by subject, with losses shown in some areas and gains shown in others.

Kindergarteners in the Basic Skills Component scored far below the national norm for middle socioeconomic status students on the pretest but were close to the norm on the posttest.

No definitive statements can be made about the impact of SCE on student achievement because the nature of the program was to serve all low-achieving students rather than serve some and create a control group. In addition, the fact that the local campus planned programs were different did not allow direct comparison of approaches since individual school influences so strongly affect overall achievement.

Problems with local campus planning: The following problems related to local campus planning were noted.

1) Lateness of funding was mentioned by two area directors as a major problem encountered during the planning process, since plans were necessarily tentative until the final approval of funding was received.

2) It was mentioned by two principals (during a formal principal interview in one case and informally in the other case) that local funds had been shifted to purchase higher level or special area materials, since SCE funds could be used for the lower level materials. This would mean that SCE funds in effect were not used to deliver services to identified students above and beyond the services those students would have received had there been no SCE funds available to those schools.

3) There was a tendency for schools in the local campus planning model to serve non-SCE students as well as SCE. It can only be assumed that this took place out of lack of understanding of the rationale for serving only designated students (to serve all students dilutes the treatment and even denies treatment in some cases to designated students) or disregard for the guidelines because there was no SCE supervisory staff to oversee the program. It was the experience of SCE Evaluation, however, that principals would

move to correct the violations once they understood the problem. Unfortunately, in at least one case the nature of the program that had been planned (videotape activities) was such that corrections to serve only SCE students could not be made without major unheaval of the program.

4) School program designs were not always carried out as originally planned and submitted to TEA for funding.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 1, 2, 3, 4, 16-26.

2. Should local campus planning of staff development activities be implemented on other AISD campuses?

RELEVANT FINDINGS:

There were only six major SCE-funded workshops from early August, 1976, through May, 1977. Although SCE funds were not used to pay for a three-day Learning Institute workshop held at Webb in November, they were used to pay stipends for large numbers of sixth grade teachers who attended. (The workshop was sponsored by the Department of Elementary Education for sixth grade teachers and related instructional personnel.) This involved a large portion of SCE funds from each sixth grade school for stipends.

Most of the workshops were rated highly by workshop participants. One workshop, however, which was organized and run by representatives from several school staffs, and attended by those teachers not at the Learning Institute workshop, was rated extremely low by participants. Highest ratings of any SCE workshop in 1976-77 were given by participants to a joint Baker/Blanton workshop which used a consultant in language arts from the University of Michigan. The Learning Institute workshop was also well received.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 5, 6.

3. Should large scale purchases of materials continue to be made at the campus level?

RELEVANT FINDINGS:

Reviews of school inventories of SCE materials showed that SCE materials in large quantities had been ordered and received by Basic Skills Component campuses. Classroom observations revealed that many of these SCE materials were being used in the classrooms. SCE students in sixth grade used more workbooks/kits and audiovisual materials than did non-SCE students, which indicates that SCE materials were not only being utilized but that they were being used by SCE students. (Workbooks/kits and audiovisual materials were ordered with SCE funds on most campuses).

Sixty-six percent of classroom teachers in SCE schools rated SCE reading materials as "extremely" or "quite" effective in helping to increase the achievement of SCE students. Fifty-four percent rated SCE math materials as "extremely" or "quite" effective. The number of teachers who rated SCE reading and math materials as "not at all" or "not very" effective was negligible for both years of the program.

Major problems were encountered during the large scale ordering of materials at the campus level. The main problem was late arrival of SCE materials on campuses as a result of late notification of funding.

All but two of the Basic Skills Component principals referred to problems concerning materials when they were asked to discuss any problems that may have occurred during the planning and implementation of their SCE programs. The main problem, which was referred to by all of them, was the time lag between ordering and receipt of materials. The lengthy process of approval by TEA of the 1976-77 application (approximately six months transpired between submission of the application and final approval) meant that funds for purchase of materials could not be released. SCE programs were impeded to the extent that they were dependent on materials, and teacher morale was hurt when expected materials were not available at the beginning of the school year.

Lateness of funding was also referred to as a major problem related to SCE materials by two area directors and by the Education Planner.

Forty-seven percent of classroom teachers in SCE schools experienced no problems at all with the materials-selection process during the second year of the program. Only 37% had experienced no problems during the first year.

Although all of the schools in the Basic Skills Component invested their SCE funds in materials to some extent, the three schools that invested their funds primarily in materials were Baker, Joslin, and Webb. Since there are no control groups of comparable students who did not receive SCE materials with which comparisons can be made, no statements can be made about the effectiveness of this approach to serving students over any of the other approaches. The lack of longitudinal data for the sixth grade schools means that comparisons with previous sixth grade populations cannot even be made (this is the first year that both pretest and posttest data are available for sixth grade schools). However, a look at the gains for the SCE groups in each of these schools can give some perspective on their programs so long as the limitations of the data are kept in mind. It should also be kept in mind that Joslin and Webb operated reading labs staffed with AISD teachers which served SCE students in their schools.

Slight declines in percentile rankings from pretest to posttest were shown for reading and math at Joslin and Webb. Math percentile rankings at Baker also declined, but percentiles for reading increased at Baker.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 7, 8, 9, 10.

4. Should the approach of using the area directors and instructional coordinators in planning of compensatory programs and training of school staff be continued and/or expanded?

RELEVANT FINDINGS:

Area directors were minimally involved in the planning of SCE program activities and in the SCE staff development activities, according to information derived from interviews of SCE principals and four of the five area directors.

According to principals and to information collected through a Coordinators' Survey, some instructional coordinators were infrequently involved in direct planning activities and more frequently involved in selection of SCE materials and planning of staff development activities. Two of the seven instructional coordinators assigned to SCE schools reported frequent participation in the planning of SCE staff development activities.

Two others reported infrequent participation in such activities. Three reported no participation at all.

It would be inappropriate to discuss the achievement of SCE students in relation to the involvement of area directors and instructional coordinators in the planning of SCE program activities, since involvement beyond the roles ordinarily played by these persons was in most cases minimal.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 11, 12, 13.

5. Should the Planning Component activities be implemented in other areas after SCE funds are no longer available?

RELEVANT FINDINGS:

SCE Planning Component activities and objectives were related to development of 1) an outline of required student competencies for the elementary grades, 2) three program models for Title I, and 3) proposals for Title I, Title I Migrant, and SCE that utilize and coordinate all federal resources in the District.

Planning Component activities in relation to the outline of student competencies and the development of the Title I program models were generally carried out as specified. Although many other persons were involved in the activities, it can be assumed that these activities would not have been initiated nor the tasks completed had the SCE planners not been active. However, the activities of the planners in relation to coordination of compensatory program proposals were less successful. SCE planner involvement in development and coordination of proposals from within the Department of Developmental Programs was evident, but planner involvement and coordination of programs from the Department of Developmental Programs with the Title VII Bilingual Project was not evident. Since many students served by Title VII are served in the Title I reading labs as well, and community representatives for both programs are assigned to the same campuses, coordination between the two programs would seem to be important for both programs.

EVALUATION FINDINGS REFERENCED:

Evaluation questions 14, 15.

6. Should some of the activities on present SCE campuses be funded from other sources at the end of SCE funding?

RELEVANT FINDINGS:

SCE activities were generally conducted as planned, with some campus-specific exceptions.

The median percentile of SCE groups on the CAT Reading Total subscale went down from pretest (April 1976) to posttest (April 1977) at five of the eight sixth grade schools. SCE groups at Baker, Blanton, and Travis Heights showed increases.

Percentile rankings of SCE groups on the CAT Math Total subscale also went down from pretest to posttest at five of the sixth grade schools. SCE groups at Read and Travis Heights showed increases in percentile ranking from pretest to posttest.

Gains of SCE Basic Skills Component students in grades 2-5 varied considerably by grade level and by subject, with losses shown in some areas and gains shown in others.

SCE students in the Bilingual Component generally showed a declined in percentile ranking (reading only) at all grade levels except third.

SCE kindergarten students in the Basic Skills Component met and exceeded their objective of a 6.5 gain in raw score from pretest to posttest. Third and fifth graders met the objective for reading of one month gain per month of inctruction. Fourth and fifth graders met the objective for math. Other grade levels in the Basic Skills Component did not meet the objective.

No individual sixth grade school met the objective of one month's gain per month of instruction for reading. One sixth grade school, Read, met the one month's gain for Math.

No grade levels in the Bilingual Component met the one month per month gain in reading.

Achievement data indicate that there continues to be a need for compensatory assistance for kindergarten, third, fourth, and fifth grades in both the Basic Skills Component and the Bilingual Component. SCE students in these grade levels scored substantially below national norms. Sixth graders also scored well below national norms and continue to need assistance.

Reading labs showed no success in raising the percentile rankings of SCE students served by them. "Floating" SCE reading teachers showed some success as did classroom teachers working with SCE materials. Because of the lack of control groups or longitudinal data with which to compare scores, however, it must be noted that there is no way of knowing how well these students would have done without any treatment. It is possible they would have done just as well.

Activities of SCE community representatives at Martin appear to have produced substantial increases in sixth grade attendance at that school. While attendance declined from the first to the fourth six-weeks as in previous years, the overall level of attendance was notably higher and the rate of decline less precipitous.

Videotape activities were the one element of SCE activities that was studied in relation to student attitude by SCE Evaluation, since videotape activities are often believed to make students like school better. Results of the evaluation study showed that participating in videotape activities cannot be said to increase students' preference for the activities or for attending school. However, videotape activities were ranked highly by students, and high levels of participation did not decrease the appeal of these activities for students.

III

PROJECT DESCRIPTION

A. Program Description

The 1975-76 school year was the first opportunity for Texas schools to take advantage of State Compensatory Education (SCE) funds made available through a recent act of the Texas Legislature, and the Austin Independent School District made application for approximately $300,000 of those funds in January of 1976. Approval of that application was received from the Texas Education Agency (TEA) on February 6, 1976, and an SCE program for the 1975-76 school year in AISD was implemented. This program was planned to carry over into 1976-77, contingent upon approval of further funds during the summer of 1976. Application for funds was made on July 1 in the Consolidated Application for State and Federal Assistance (CASFA), a document with included the Title I Regular and Title I Migrant application for funds as well. Formal approval of funds for a 1976-77 program was not received from TEA, however, until late December of 1976. Although special permission was received to hire personnel and conduct staff development with SCE funds, no materials or equipment could be purchased until final approval was received.

Initial planning for the State Compensatory Education Program in AISD was coordinated through the AISD Education Planner, who worked with administration, school staffs, and Office of Research and Evaluation staff to produce a general SCE program. Each campus planned its own specific SCE program, and input from school staffs and parents was emphasized throughout the planning stages.

Because SCE funds were to be available only for a two-year period, after which time legislation would have to be enacted to renew the funds, school staffs were encouraged to spend their funds for the purchase of items which would extend the life of their programs beyond the two year funding period. Staff development was also encouraged as a method of refining teaching methods which would, it was believed, have a sustained effect on students after funds were withdrawn.

With some minor revisions on individual campuses, the instructional program for the second year of the program remained much the same as originally planned during the first year. However, a noninstructional component was added during the second year. This component was a planning component made up of a team of three planners who were to develop a comprehensive plan for federal programs that was to be incorporated into the 1977-78 CASFA. When it was learned shortly after approval of the planning component that there would be separate applications in 1977 for SCE, Title I Regular and Title I Migrant rather than the consolidated application, the duties of the SCE comprehensive planners were redefined in an amendment to the original application.

The SCE program for AISD in 1976-77 was made up of a basic skills component, a bilingual component, and the new planning component. Existing AISD personnel had supervisory responsibilities for the instructional programs. Title VII Bilingual Project personnel, AISD area directors, and campus principals were responsible for the supervision of the SCE Bilingual Component activities, while the Basic Skills Component was to be supervised by AISD area directors, instructional coordinators, and campus principals.

Basic Skills Component: The focus of the Basic Skills Component was communication skills/reading and math. Eight sixth grade schools and two elementary campuses participated in this component. Personnel funded out of State Compensatory Education for each campus are shown in Figure III-1 below.

Figure III-1: SCE CAMPUS PERSONNEL

SCHOOL	Reading Teacher	Aide or Clerk	Community Representative
Allan - 6th	-	2	-
Baker - 6th	-	1½	-
Blanton - 6th	1	1	-
Brown - K-5th	-	5	-
Joslin - 6th	-	1	-
Martin - 6th	1	1	2
Pease - 1st-5th	1	1	-
Read - 6th	1	-	-
Travis Heights - 6th	-	1	-
Webb - 6th	-	1	-
Total	4	14½	2

Approximately 3,000 students were designated to be served in the component on the basis of California Achievement Test scores or level on the Ladder of Skills or Fountain Valley. The criteria for determining eligibility of students for SCE services in reading was the same as that used by Title I for determining educationally disadvantaged students in reading on Title I campuses. A math criteria for SCE was developed by AISD instructional coordinators.

Figure III-2 showns the number of students designated for SCE services on each campus.

Figure III-2: NUMBER OF IDENTIFIED SCE STUDENTS ON EACH BASIC SKILLS COMPONENT CAMPUS.

School	SCE Students Identified for Reading Services	SCE Students Identified for Math Services	Total Number of Students Identified
Allan - 6th	179	161	183
Baker - 6th	218	211	247
Blanton - 6th	260	264	315
Brown - K-5th	233	196	261
Joslin - 6th	388	390	459
Martin - 6th	218	178	224
Pease - 1st-5th	63	98	111
Read - 6th	113	111	162
Travis Heights - 6th	455	442	522
Webb - 6th	457	419	519
Total	2584	2470	3003

Each school was permitted to plan its own specific program (within SCE and AISD guidelines) for meeting the needs of its students. Figure III-3 on the following page is a copy of the guidelines given to principals for the planning of their school programs.

The campus-planned programs that resulted were made up of varying combinations of staff development activities, materials, instructional aides, reading teachers, and videotape activities. Second-year plans developed by the campuses varied very little from the initial plans developed the previous year. Second-year programs for each campus were as follows:

> Allan: The SCE program in its second year at Allan called for the continuance of the services of two instructional aides and the use of materials organized by scope and sequence charts which had been developed by Allan teachers the previous year. A communication skills block and a mathematics block were designed to provide two hours of intensive instruction in basic skills to identified students. Classroom teachers were to assess identified students using Fountain Valley, S.R.A., and SOBAR diagnostic instruments and keep a skill mastery chart on each student.
>
> Baker: The Baker SCE program called for the use of supplementary materials with identified students in communication skills. One hour daily was to be spent in mathematics in a program emphasizing the use of math manipulatives and reinforcement games. Teachers were to

Figure III-3: SCE AND AISD GUIDELINES FOR PLANNING LOCAL CAMPUS PROGRAMS, AS OUTLINED DURING OCTOBER, 1975, CABINET MEETING AND DISTRIBUTED BY THE EDUCATION PLANNER TO SCE PRINCIPALS AND OTHER PROGRAM PLANNERS.

State Compensatory Education Guidelines

1. Program must be designed to meet the priority educational needs of disadvantaged pupils enrolled in district's public schools

2. SCE activities must be restricted to educationally disadvantaged pupils.

3. SCE funds must be used for supplementary program activities and may not be used to supplement the regular school program.

4. The priority focus of State compensatory funds must be for educationally disadvantaged students in the areas of reading, mathematics, language development and/or bilingual multi-cultural development. Those children with the greatest needs in those academic areas as determined by educational needs assessment will be given first priority.

   SCE Funds may be used for staff development and for instructional materials and/or equipment essential to carrying out the compensatory program to be conducted.

   Funds may not be used for administration, construction, remodeling, or any activity not directly a part of reinforcing the instructional process for the educationally disadvantaged children to be served.

5. Each district will involve parents in the planning of its SCE program.

6. The SCE program format is almost identical to that of Title I both in terms of the planning process and guidelines.

7. SCE funds may be used on Title I campuses or non-Title I campuses or both but in the event of the latter choice, care must be taken to maintain comparability.

8. An educational needs assessment must be completed based on specific criteria in each instructional area selected for identification of children who may participate in the program.

9. Limits and directives set by the Cabinet and Dr. Davidson 10-28-75 were:

   Each campus will design its own program in collaboration with the area team.

   Program should be designed to have an impact after the two year funding period ends.

   Personnel costs should be limited a reasonable limit on materials should be established. Staff development is permissible.

maintain records on all identified students using Fountain Valley profile sheets. Staff development activities using videotape equipment were planned for the improvement of teaching skills. Additional staff development was to be held during the school year to improve the instructional capabilities of the staff in the areas of reading and math and in dealing with educationally disadvantaged children. A plan for using photography with identified students as a means for motivating them to develop their own stories and scripts was abandoned. One aide, orginally designated for instructional duties, functioned in a clerical capacity as the person responsible for SCE materials and for constructing a book of student creative writings.

Blanton: The SCE program at Blanton had two foci. One was a "floating" SCE reading teacher who was to provide reading instruction to small groups of students in their classrooms. The second was the use of teacher-created videotape lessons dealing with specific skills needed by identified students. Students were to receive one extra period each week of teacher-directed instruction using these televised lessons (produced during the summer and fall of 1976). The reading teacher and an aide were to organize the scheduling of videotape lessons for SCE students and develop a planning process for production of new videotapes to address students' needs as the year progressed. A program of staff development was planned, with emphasis on the use of videotape, the development of reading skills, and the improvement of teaching techniques for the instruction of educationally disadvantaged children. Each team of teachers was to use supplementary materials with identified students and keep a record of student progress using the Ladder of Skills.

Brown: Brown chose to invest its SCE funds in the hiring of five instructional aides to be used in the classroom for delivering supplemental instruction to SCE students in the areas of reading and math. Materials made by Brown teachers at a summer workshop were to be used to supplement the instructional process. Needs of each identified student were to be assessed and an individual program for each child developed.

Joslin: A reading lab experience, coupled with the use of supplementary materials, figured prominently in Joslin's plan for its SCE students. Identified students reading below 3.2 were to attend the lab, which was staff by two AISD reading teachers. An SCE aide was to work in the reading lab as well but worked instead primarily in a clerical capacity. Identified students reading from 3.2 to 4.9 were to receive supplemental reading instruction from the classroom teacher. Supplementary math materials combined with a math guide developed in the summer of 1976 were to be used by classroom teachers to address identified students' needs in mathematics. Staff training in the fall was to be aimed at improving instructional techniques in working with the target population.

Martin: The Martin SCE plan called for the participation of identified students in a supplementary communication skills program to be carried out by a SCE reading teacher. An amendment to the program plan at mid-year allowed the redesignation of an instructional aide to a clerical capacity. In mathematics, identified SCE students were to receive a mathematics program in the classroom using remedial math materials. Teachers were to maintain progress records using the Fountain Valley mathematics profile. Two community representatives worked full-time at Martin to ameliorate attendance problems by working with the families of problem attenders as well as the students. They were also to train parent volunteers in techniques of tutoring reading and mathematics.

Pease: The SCE program at Pease involved the participation of identified students in a reading lab program developed by an SCE reading teacher and aide and coordinated with the basic instructional program. Reading skills were to be assessed and records maintained on each identified student. The SCE instructional aide was to monitor games and drill small groups of identified children in the lab. Math materials which would provide remediation of skills were to be purchased, and learning labs were to be set up in the classrooms to provide basic skills instruction for identified students in math.

Read: The SCE program at Read consisted, in the main, of a reading lab staffed by an SCE reading teacher. Special materials and equipment for the lab and videotape activities were to be part of the lab experience for identified students. Classroom teachers were to use supplementary instructional materials to provide math instruction to SCE students in the classroom. Staff development held during the year was to have been concerned with improving reading instruction for disadvantaged students and with teaching techniques for working with the target population.

A videotape program aimed at the improvement of students' communication skills was put into operation at mid-year.

Travis Heights: The Travis Heights SCE plan emphasized the use of videotape productions made with the active participation of identified students in developing their own scripts. An SCE aide assisted the librarian in these productions and in other capacities. Teachers were to diagnose and develop an educational plan for identified students. Continued staff development was planned to enhance teachers' ability to instruct the target population.

Webb: Webb's SCE program was to be based on extensive acquisition of materials and a centralized reading lab staffed by two classroom teachers. Identified students whose reading level was below 3.0 were eligible to attend the lab. Classroom teachers were to provide small group instruction in reading in their classrooms. In math, identified students were to be divided for small group instruction according to ability for 50 minutes daily. Two teachers per team of four were to specialize in instruction of SCE students making use of the Holt School Mathematics program. Teachers were to share successful teaching strategies for working with identified students at monthly staff meetings. They were also to use the Ladder of Skills and Fountain Valley Reading and Math Profile Cards to plan, implement, and record progress of identified students in reading and math.

One aide was employed to receive, mark, catalog, and disburse SCE materials during the 1976-77 school year. The aide was also responsible for reproducing the Teacher Handbook produced by the Webb staff to record successful teaching strategies and specific recommended uses of SCE materials.

Bilingual Component: The SCE Bilingual Component was designed to mesh with the ESEA Title VII Bilingual Project, which provided classroom aides, assistance in the area of parental involvement, staff training, and bilingual materials to designated Title VII classrooms. Due to the last minute lapse of ESAA Bilingual/Bicultural Project funding in AISD, four schools had been added in 1975-76 to the Title VII Project; however, Title VII had been able to support only one classroom per grade level in those four schools. Thus, State Compensatory Education funds were allotted to those schools as a means of providing support for additional bilingual classrooms.

Each school received an allotment of SCE funds to use for bilingual materials, consultants, and substitutes (so that teachers could attend Title VII and local bilingual staff development activities).

The number of classroom which were added to their schools' bilingual program activities through SCE, and the numbers of students served are shown below.

Figure III-4: NUMBER OF CLASSROOMS AND STUDENTS IN SCE BILINGUAL COMPONENT.

School	Number of Classrooms Supported by SCE	Number of Students Served by SCE
Allison	16	387
Govalle	9	232
Metz	14	338
Sanchez	14	312
Total	53	1269

Planning Component: A team of three planners was hired in late fall of 1976 to work with the AISD Education Planner in assessing training needs of principals and school staffs which were to be involved in the large-scale desegregation plan that had been recently handed down to Austin ISD by the Fifth Circuit Court of Appeals. Based on the needs assessment data gathered by the planners in conjunction with the Office of Research and

Evaluation, a planning design was to be developed by the planners. The culmination of their activities was to be a comprehensive plan for compensatory programs which would be incorporated into the 1977-78 Consolidated Application for State and Federal Assistance (CASFA).

It became necessary to revise the activities as outlined above when the desegregation plan was postponed and word was received from TEA that Title I, SCE, and Migrant applications for funds were to be submitted separately, rather than combined into a consolidated application. Three new areas of endeavor were established for the planners and submitted to TEA in an amendment to the original application. The new goals of the SCE planners were:

1. To develop an outline of required student competencies for grades K-6.
2. To develop in conjunction with Title I staff three model programs for Title I.
3. To coordinate compensatory program proposals so that they would utilize and coordinate all federal resources in the District.

B. Context Description

The State Compensatory Education Program in AISD has functioned during most of its existence to date in a context of uncertainty. Much of this uncertainty has been due to the desegregation court order that was handed down within a few months of the inception of the SCE Program in AISD and then retacted a few months later. The unstable nature of SCE funds has also contributed to the uncertainty of the situation in which SCE has operated.

Desegregation and the sixth grade schools: Established in the fall of 1973 as agents for desegregation, the sixth grade schools in AISD operated during the first three years of their existence under the shadow of a pending desegregation ruling by the Fifth Circuit Court of Appeals. In spite of the possibility that the sixth grade schools would be a transitory phenomenon, it had been decided in the fall of 1975 that the need for help in those schools was so strong that SCE funds were warranted. The reorganization of schools that had accompanied the establishement of sixth grade schools meant that some schools were without adequate materials to effectively deal with the educationally disadvantaged. This was particularly true for those campuses that had functioned as junior highs previously. Too, many teachers found themselves working with large groups of low-achieving students for the first time in their teaching careers. Staff development and off-level materials were therefore priority needs for the sixth grade schools in the fall of 1975. However, if the Fifth Circuit Court of Appeals were to eventually rule that Austin ISD's integration plan was unacceptable, the sixth grade schools would probably be disbanded. That, in fact, was the decison that the court handed down during the final month of the 1975-76 school year, and the future of the sixth grade schools (after only four months of operating SCE programs) looked very dubious.

Because any new desegregation plan that the District might develop would probably have enormous implications for all compensatory programs in the District, it was necessary to delay applications for funding until some indication was received of what the desegregation plan would be. The applications for funds for SCE, Title I, and Migrant were therefore submitted with special permission from TEA on July 1 instead of the usually required June 1, even though a desegregation plan had still not been developed by that time.

Not only did the sixth grade schools not know whether they would receive SCE funds for 1976-77, but they also did not know whether they would even exist as sixth grade schools. Even if the status quo remained for another year and they opened their doors as sixth grade schools in the fall, the SCE funds would be available to them late due to late submission of the application.

It was decided by AISD decision-makers that no adequate desegregation plan could be developed in time for the 1976-77 school year, so the status quo prevailed for one more year and the sixth grade schools continued to exist. The AISD Board of Trustees also decided to appeal the decision of the Fifth Circuit Court of Appeals to the Supreme Court, so another period of waiting for court decisions began for AISD and the sixth grade schools.

Late Funding: Late submission of the application for SCE funds probably contributed to the late approval of the application by Texas Education Agency, but the six-month lag between submission and approval (final approval came in late December) may also have been caused by the fact that the SCE application was embedded in a consolidated application containing Title I and Migrant applications as well. Any problems with any part of the three applications meant delay for all of them. This consolidated application was an innovation tried for the first time in applications for 1976-77 and was abandoned the following year.

The implications of this late approval for 1976-77 were that, although special permission was received by AISD to hire personnel and to conduct staff development activities with SCE funds, no equipment or materials could be purchased until final approval had been received.

Unstable Nature of SCE Funds: SCE funds were legislated in the 1975 session of the Texas Legislature and were to lapse unless further legislation during the 1977 session should be enacted. Two years of SCE funds were therefore all that could be counted on, so that program planning had to be based on the realities of that imminent discontinuance of funds and the probable loss at the end of that time of any personnel hired with those funds.

Legislation for further SCE funds was included in a school finance bill that was ultimately not passed during the 1977 session of the State Legislature. At the time of the writing of this report, no further SCE funds are available for 1977-78. It is still possible, however, that a special session of the Legislature during the summer will pass a school finance bill that includes renewal of SCE funds.

Emphasis on Limited Personnel: The special needs of the sixth grade schools for staff development and materials were in keeping with the feeling of AISD administrators that, because of the uncertain future of the funding, SCE funds should not be used to invest heavily in added personnel. At the end of two years, when the funds expired, any newly hired personnel would have to be discontinued. A directive to hire only "limited personnel" with SCE funds was therefore communicated in conjunction with SCE guidelines to school planners.

Local Campus Planning: A national trend toward local campus planning was also reflected in these guidelines set by AISD administrators.[1] Each school in the SCE Basic Skills Component was directed in the guidelines to "design its own program in collaboration with the area team."

Local campus planning had been tried to a certain extent on some Title I cmapuses, but this directive to ten schools, comprising all sixth grade students in AISD and two elementary schools, was the first large scale effort in the District to implement local campus planning. The four schools in the SCE Bilingual Component were also allowed a certain amount of flexibility to plan their SCE activities within guidelines.

Bilingual Component: The four schools in the SCE Bilingual Component were included in the program only after a concerted effort on the part of the principals to obtain funds of some kind for their bilingual programs. The lapse of ESAA Bilingual/Bicultural Project funds to these schools (and the District) at the beginning of the 1975-76 school year had left each of the schools with only one classroom at each grade level receiving the services of the Title VII Bilingual Project. This was considered inadequate by the four principals, and they had petitioned to receive available funds to supplement their bilingual programs. SCE funds were therefore made available to them.

These four schools are characterized by a multiplicity of programs operating within them. All four receive Title I as well as Title VII services, and the addition of SCE funds to these existing programs added further management responsibilities for the principals.

Borderline Title I Schools: The two elementary schools included in the SCE Basic Skills Component were elementary schools that were naturally desegregated and "borderline" Title I. In other words, they had both long been just below the priority schools in AISD to qualify for Title I funds.

Characteristics of SCE Schools: Figure III-5 presents information for each SCE school on the following characteristics:

> Membership: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.
>
> Membership is relatively stable for some of the SCE schools, while others show wide fluctuations from year to year. Joslin has shown an increase in students every year since its inception as a sixth grade school, while Allan has shown a steady decline. Membership in the sixth grade schools in 1976-77 ranged from 202 at Allan to 964 at Joslin.

[1] This national trend was evidenced at the 1975 American Educational Research Association meeting in Washington D.C., where a symposium entitled "School Level Program Planning: Is that Where It's At?" was presented. See Local School Program Planning Organizational Implications, a paper presented at the American Educational Research Association, 1975, by Mary T. Moore.

Percent Attendance: The percentage of students on the current roll who actually are present through the fifth six weeks (including regular and special education students but excluding kindergarten students) averaged for the entire year.

With the exception of Allan and Martin, percent attendance for the sixth grade schools has ranged from 91 to 95 since their beginning in 1973-74. Allan and Martin have had serious student attendance problems, as reflected in the 84% to 90% attendance figures for those schools since 1974-75.

Pupil/Teacher Ratio: The average number of regular students per teacher in the school.

All of the SCE schools except Brown show pupil-teacher ratios of between 25.7 and 32.8 for the past four years.

Percent Low-Income Students: The percentage of students in the school's attendance area from low income families (that is, the percentage of students participating in the free lunch program).

The differences between SCE schools on this characteristic are extremely wide, with Read showing 14.81% low income students, and Martin and Allan showing approximately 85% each.

Ethnic Distribution: The percent of enrolled students on October 1 who are Mexican American (MA), Black (B), and Anglo (A).

The distribution of ethnic groups within the SCE schools varies widely from school to school, with Martin and Allan containing almost 100% Mexican American and Black students, and Read containing only 15% of those ethnic groups.

Major Special Programs: Major programs bringing additional resources to a number of schools in the District and being implemented in this school.

With the exception of Allan and Martin, the SCE schools have had very few major special programs. Other than SCE, the sixth grade schools have had only the Title VII Bilingual Project for one year (all sixth grade schools), Migrant (three schools), ESAA (two schools), and Right to Read (one school). Brown received Title I services in 1976-77 but had had only SCE up to that time.

Figure III-5: SCHOOL CHARACTERISTICS. (page 1 of 5)

ALLAN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP*		362	215	254	202
PERCENT * ATTENDANCE		89	88	88	90
PUPIL/ * TEACHER RATIO (PTR)		30.0	26.2	28.6	27.3
% LOW-INCOME STUDENTS		89.04	50.49	65.83	35.89
ETHNIC DISTRIBUTION (%) MA:		68	67	67	65
B :		29	30	31	34
A :		3	3	2	1
MAJOR SPECIAL PROGRAMS		Bilingual ESAA Migrant	Bilingual ESAA Migrant Right$_2$ Read	State Comp. ESAA Migrant Right$_2$ Read	State Comp. ESAA Migrant Right$_2$Read

*Sixth grade only.

BAKER

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		498	466	489	426
PERCENT ATTENDANCE		93	94	94	93
PUPIL/ TEACHER RATIO (PTR)		26.5	26.61	28.3	27.9
% LOW INCOME STUDENTS		26.23	28.08	35.39	37.00
ETHNIC DISTRIBUTION (%) MA:		13	18	21	27
B :		12	10	10	9
A :		75	72	69	64
MAJOR SPECIAL PROGRAMS			Bilingual	State Comp.	State Comp.

Figure III-5: SCHOOL CHARACTERISTICS. (page 2 of 5)

BLANTON

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		610	576	613	545
PERCENT ATTENDANCE		94	95	95	95
PUPIL/ TEACHER RATIO (PTR)		29.1	29.95	28.7	28.5
% LOW-INCOME STUDENTS		13.44	9.42	6.59	21.09
ETHNIC DISTRIBUTION (%) MA:		9	11	10	9
B :		23	30	34	40
A :		68	59	56	53
MAJOR SPECIAL PROGRAMS			Bilingual	State Comp.	State Comp.

BROWN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	534	449	443	451	491
PERCENT ATTENDANCE	95	94	93	93	95
PUPIL/ TEACHER RATIO (PTR)	24.7	25.4	27.4	25.7	23.4
% LOW-INCOME STUDENTS	18.47	15.80	33.57	41.71	54.64
ETHNIC DISTRIBUTION (%) MA:	18	22	23	27	26
B :	17	20	22	22	27
A :	65	58	55	51	47
MAJOR SPECIAL PROGRAMS				State Comp.	Title I State Comp.

Figure III-5: SCHOOL CHARACTERISTICS. (page 3 of 5)

JOSLIN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		874	928	949	964
PERCENT ATTENDANCE		93	94	94	94
PUPIL/ TEACHER RATIO (PTR)		27.7	28.69	28.3	27.4
% LOW INCOME STUDENTS		15.70	14.50	15.81	19.36
ETHNIC DISTRIBUTION (%) MA:		10	13	14	9
B :		11	10	10	39
A :		79	77	76	57
MAJOR SPECIAL PROGRAMS			Bilingual	State Comp.	State Comp.

MARTIN

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP*		254	396	340	303
PERCENT * ATTENDANCE		85	84	84	90
PUPIL/* TEACHER RATIO (PTR)		32.8	28.8	27.4	27.5
% LOW INCOME STUDENTS		83.97	80.78	61.71	84.50
ETHNIC DISTRIBUTION (%) MA:		90	90	89	87
B :		9	6	8	10
A :		1	4	3	3
MAJOR SPECIAL PROGRAMS		Bilingual ESAA Migrant	Bilingual ESAA Migrant	State Comp. ESAA Migrant	State Comp. ESAA Migrant

*Sixth grade only.

Figure III-5: SCHOOL CHARACTERISTICS. (page 4 of 5)

PEASE

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP	240	237	245	247	256
PERCENT ATTENDANCE	95	95	95	96	98
PUPIL/ TEACHER RATIO (PTR)	24.5	23.5	24.8	25.4	25.9
% LOW-INCOME STUDENTS	12.59	11.88	34.27	38.40	45.96
ETHNIC DISTRIBUTION (%) MA:	21	20	24	21	19
B :	21	17	18	18	22
A :	58	63	58	61	59
MAJOR SPECIAL PROGRAMS				State Comp.	State Comp.

READ

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		657	648	673	630
PERCENT ATTENDANCE		94	95	94	95
PUPIL/ TEACHER RATIO (PTR)		28.3	28.91	30.1	25.7
% LOW-INCOME STUDENTS		12.84	11.11	11.94	14.81
ETHNIC DISTRIBUTION (%) MA:		4	4	6	5
B :		7	7	10	11
A :		89	89	84	84
MAJOR SPECIAL PROGRAMS			Bilingual	State Comp.	State Comp.

Figure III-5: SCHOOL CHARACTERISTICS. (page 5 of 5)

TRAVIS HEIGHTS

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		651	725	759	710
PERCENT ATTENDANCE		91	91	92	93
PUPIL/ TEACHER RATIO (PTR)		28.2	26.03	28.6	28.9
% LOW-INCOME STUDENTS		25.24	33.04	50.85	48.29
ETHNIC DISTRIBUTION (%) MA:		38	41	40	42
B :		13	11	12	11
A :		49	48	48	47
MAJOR SPECIAL PROGRAMS		Migrant	Bilingual Migrant	State Comp. Bilingual Migrant	State Comp. Bilingual Migrant

WEBB

	1972-73	1973-74	1974-75	1975-76	1976-77
MEMBERSHIP		939	896	897	849
PERCENT ATTENDANCE		93	93	94	93
PUPIL/ TEACHER RATIO (PTR)		30.5	26.88	29.2	29.0
% LOW INCOME STUDENTS		17.35	19.09	27.40	33.37
ETHNIC DISTRIBUTION (%) MA:		8	12	14	17
B :		20	20	19	22
A :		72	68	67	61
MAJOR SPECIAL PROGRAMS			Bilingual	State Comp.	State Comp.

C. Evaluation Description

Evaluation of the SCE Program in AISD was coordinated with evaluation of the District Title I Program. This coordination was accomplished through assignment of part of the current Title I evaluation staff to SCE Evaluation on a part-time basis, so that responsibilities were split between Title I and SCE. The SCE Evaluator in turn was assigned partly (25%) to Title I and worked directly under the Senior Evaluator for Compensatory Programs. The evaluations of Migrant and Title VII Bilingual were also coordinated with Title I and SCE through split funding of some positions and coordination by the Senior Evaluator for Compensatory Program of all of the programs.

The purposes of this coordinated effort were:

1. To avoid duplication of effort and to minimize evaluation demands made of school staffs.
2. To allow comprehensive evaluation services to be performed with a relatively small proportion of the total program budget.
3. To allow development of a comprehensive data base for AISD's educationally disadvantaged students.

Figure III-6 shows the organizational structure of the compensatory program evaluation staffs.

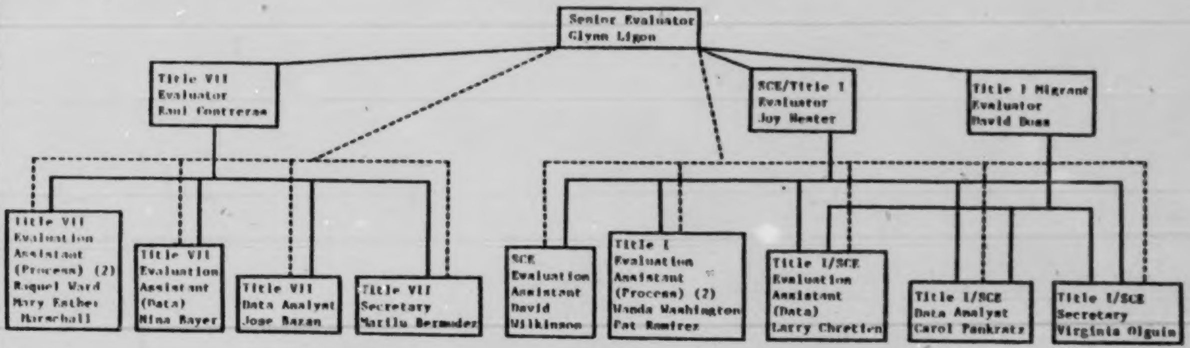
Because of the diversity of the programs planned on the ten Basic Skills Component campuses, it was decided at the beginning of the program in February 1976 that an objectives-based evaluation approach would not be feasible. It was decided instead to plan the evaluation around decision questions regarding State Compensatory Education for which decision-makers would need data-based information. Input, process, and outcome data were required from evaluation staff in order to provide the needed information for answering these decision questions.

Since State Compensatory Education was likely to not be refunded after 1976-77, SCE Evaluation in the second year of the program focused on system-level decision questions that dealt with the potential for generalization of SCE activities. These decision questions were finalized during discussions with the Director of Developmental Programs, the AISD Education Planner, AISD area directors and instructional coordinators, the Director of Elementary Education, and others.

Information pertinent to the decision questions was gathered through tests, interviews, questionnaires, observations, and review of available records and documents. The instruments used to collect these data, the dates of administrations, and the populations involved are shown in Figure III-7.

For detail regarding administration and results of these instruments, see SCE Final Technical Report, 1976-77.

Figure III-6: COMPENSATORY EDUCATION PROGRAMS EVALUATION STAFF.



Senior Evaluator Glynn Ligon
Title VII Evaluator Raul Contreras
SCE/Title I Evaluator Joy Hester
Title I Migrant Evaluator David Doss
Title VII Evaluation Assistant (Process) (2) Raquel Ward Mary Esther Marschall
Title VII Evaluation Assistant (Data) Nina Bayer
Title VII Data Analyst Jose Bazan
Title VII Secretary Marilu Bermudez
SCE Evaluation Assistant David Wilkinson
Title I Evaluation Assistant (Process) (2) Wanda Washington Pat Ramirez
Title I/SCE Evaluation Assistant (Data) Larry Chretien
Title I/SCE Data Analyst Carol Pankratz
Title I/SCE Secretary Virginia Olguin

ESEA Title VII

Senior Evaluator 20%
Evaluator 100%
Evaluation Assistant (Process) 100%
Evaluation Assistant (Process) 100%
Evaluation Assistant (Data) 100%
Data Analyst 100%
Secretary 100%

ESEA Title I

Senior Evaluator 58%
Evaluator 25%
Evaluation Assistant (Process) 100%
Evaluation Assistant (Process) 100%
Evaluation Assistant (Data) 78%
Data Analyst 78%
Secretary 78%

SCE

Senior Evaluator 20%
Evaluator 75%
Evaluation Assistant (Process) 100%

Evaluation Assistant (Data) 20%
Data Analyst 20%
Secretary 20%

ESEA Title I Migrant

Senior Evaluator 2%
Evaluator 100%

Evaluation Assistant (Data) [illegible]
Data Analyst 2%
Secretary 2%
[illegible] Clerk Typist 50%

Figure III-7: SCE INFORMATION SOURCES.

Instrument	Populuations Involved	Dates of Administration
1. California Achievement Test	SCE students, grades 1-6	April, 1976 (pretest) October, 1976 (pretest makeups) April, 1977 (posttest)
2. Boehm Test of Basic Concepts	SCE kindergarten students	September, 1976 February, 1977
3. Workshop Evaluation Scale	Participants in SCE Workshops	Throughout school year
4. Pupil Activities Record	Random sample of SCE and non-SCE students in sixth grade schools	October, 1976 through April, 1977
5. Individual Student Classroom Records	Random sample of SCE students	March-April, 1977
6. School Records of Videotape Activities	Schools with SCE videotape equipment	Throughout school year
7. Teacher Questionnaire	All classroom and reading lab teachers in SCE schools	February, 1977
8. Aide Questionnaire	All SCE Aides	February, 1977
9. Student Questionnaire	Random sample of classrooms in schools with SCE videotape equipment	April, 1977
10. Teacher Interview	Random sample of teachers in SCE schools	March-May, 1977
11. Community Representative Interview	SCE community representatives	February, 1977 May, 1977
12. Education Planner Interview	AISD Education Planner	May, 1977
13. Area Director Interview	AISD area directors	May, 1977
14. Coordinators' Survey	AISD instructional coordinators, compensatory program coordinators	March, 1977
15. Attendance Records from Office of Pupil Accounting		May, 1977

Evaluation efforts in relation to the SCE Planning Component included a large needs assessment effort in conjunction with Title I Evaluation, which culminated in the February release of a document entitled Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs (publication no. 76-21). An extensive literature review on the effectiveness of instructional aides was prepared by the SCE Evaluation Assistant as part of that needs assessment effort as well.

An aspect of the SCE evaluation design that was meant to help principals in school program planning was the preparation of a review of the literture concerning effective uses of videotape in the classroom (What the Research Says About Videotape, publication no. 76-12.)

IV

EVALUATION FINDINGS

1. How extensive was local campus planning of 1975-76 and 1976-77 SCE programs?

ANSWER: Local campus planning of SCE programs was extensive for some schools and minimal for others. There was less teacher involvement during the second year of the program in six of the ten schools, probably due to the fact that planning for the second year usually consisted only of amplification of the first year's programs.

SUPPORTIVE DATA:

Principal Interviews

Principals in the Basic Skills Component were asked to describe the process by which the SCE programs for their campuses were developed, including both the 1975-76 and the 1976-77 school years. The procedures adopted by all but one of the schools included extensive teacher involvement in the planning process, either through total faculty meetings or through involvement of team leaders or grade level chairpersons. Total faculties often voted on the emphasis their programs would take. One school, however, involved its faculty only to the extent that teachers were informed of the availability of the funds and were asked to submit proposals to the principal for use of those funds. One teacher's proposal was then accepted by the principal, who had also decided in advance that the SCE program for that school should be concentrated initially on reading.

All major planning of SCE programs took place during the 1975-76 school year according to the principals. Planning for the second year usually consisted of amplification of the first year's plan, since late implementation of the 1975-76 programs meant that programs had barely "gotten off the ground" by the end of the 75-76 school year.

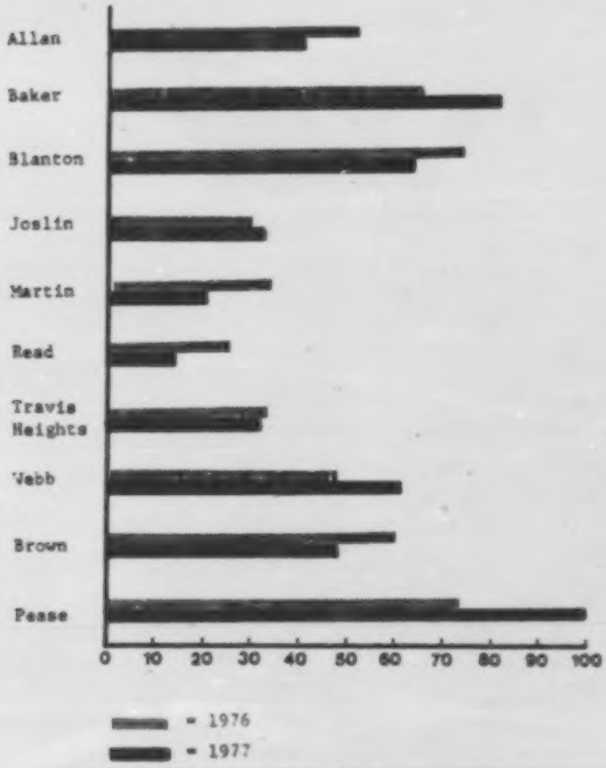
Teacher Questionnaire

Teacher involvement in the planning of 1976-77 SCE programs ranged from 13% of responding teachers at Read who deemed themselves "very involved" in the planning process to 100% at Pease who were very involved. The sixth grade school with the most teacher involvement was Baker, with 79% of its teachers indicating they were very involved. The percentage of teachers at each school who felt themselves "not at all involved" ranged from 0% at Pease to 40% at Allan. A large percentage at Read (37%) also indicated that they were not at all involved in the planning of their 1976-77 SCE program.

Figure IV-1 shows the wide range from school to school of teachers who felt themselves very involved in SCE planning for their schools. The figure also shows the differences from 1975-76 to 1976-77 in the percentages on each campus who felt themselves very involved.

Overall, there was a slight decrease in the amount of teacher involvement in the planning of SCE programs from 1975-76 to 1976-77.

Figure IV-1: PERCENT OF TEACHERS WHO WERE "VERY INVOLVED" IN PLANNING SCE PROGRAMS.



Related to teacher involvement in planning would be teacher involvement in the selection of SCE materials, which ranged from 83% who were "very involved" at Pease to 17% who were "very involved" at Read. It is interesting to note that they were the only two schools to establish SCE reading labs. The difference in level of teacher involvement in selection of materials would not therefore be attributable to differences in the nature of their SCE programs.

While some schools showed more teacher involvement in materials selection in 1976 than in 1977, others showed more involvement in 1977.

The number of teachers who were "not at all involved" in the selection of SCE materials ranged from 0% at Joslin and Pease to 40% at Allan.

Education Planner Interview

The amount of time allotted for schools to plan their 1976-77 programs would be relevant to the issue of extent of planning. According to the Education Planner, the planning done for the second year was in terms of "embellishments" to the original programs. Schools were given approximately one month to "get their data in" for the programs they proposed for 1976-77, according to the Education Planner, but they had known all year that it would be coming, so in essence they had much longer than the one month to plan their programs for the following year.

The Education Planner interview from June 1976 shows that schools were given approximately one month to plan their programs initially in the fall of 1975. (Principals were informed on November 7th that they should have a plan prepared by December 5th.)

Area Director Interview

Because of the minimal involvement of area directors in the planning of SCE programs, very little information relevant to this evaluation question was derived from the interviews.

Area directors had little direct involvement in local campus planning. This indicated that most decisions were made on-campus rather than at the area directors' level.

2. How effective was the local campus planning judged to be by those involved?

ANSWER: Although most of those persons involved in the local campus planning of SCE programs judged it to be quite effective, reservations were voiced by some. Teachers, principals, and area directors were most enthusiastic, while instructional coordinators were less so. The Education Planner was moderately enthusiastic.

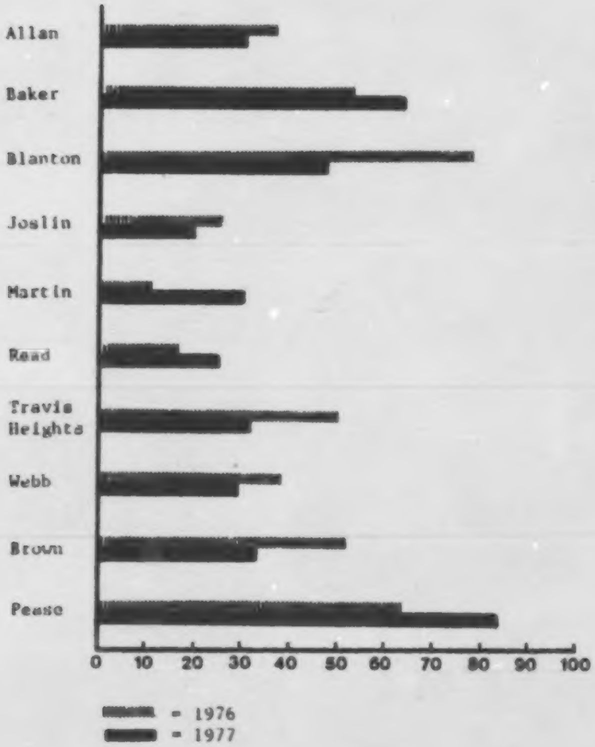
SUPPORTIVE DATA:

Teacher Questionnaire

Teachers in SCE schools generally rated local campus planning a little lower during the second year of implentation, and the ratings varied widely from school to school.

Figure IV-2 below shows the percentage of teachers who rated local campus planning as "extremely effective" for both 1975-76 and 1976-77.

Figure IV-2: PERCENT OF TEACHERS WHO FELT LOCAL CAMPUS PLANNING WAS "EXTREMELY EFFECTIVE."



Baker, Blanton, and Pease teachers in general were more enthusiastic about local campus planning, although Blanton teachers during the second year of the program gave much lower ratings than they had given during the first year of the program.

It is interesting to note that Baker, Blanton, and Pease teachers also rated their involvement in local campus planning higher than teachers in other schools, and that Blanton teacher ratings of involvement in planning decreased in the second year as did their ratings of the effectiveness of local campus planning. There would seem to be a correlation between the amount of teacher involvement in the local campus planning process and teacher assessments of the effectiveness of local campus planning.

No teachers in 1976-77, and only a negligible number in 1975-76, indicated that local campus planning was "not at all effective."

Principal Interview

When principals in the Basic Skills Component were asked if they would have any reservations about recommending local campus planning, six of the ten indicated that they would have no reservations whatsoever. The four other principals were positive about their experiences with local campus planning but did express some reservations.

Area Director Interview

When the four area directors were asked to rate local campus planning on a scale from one to five (1=Not at all effective, 3=Somewhat effective, 5=Extremely effective), their resulting ratings averaged to 4.2. This average rating indicates enthusiasm, with some reservations, for local campus planning. However, all four of the area directors were enthusiastic about local campus planning in spite of the reservations voiced by some of them. The ownership felt by school staffs in the programs they planned and the lack of extra supervisory personnel usually required by supplemental programs were discussed by most of them as strong points of local campus planning. The ability of school staffs to know best the needs of their students was also referred to by one area director as a positive aspect of local campus planning.

Education Planner Interview

Some reservations regarding local campus planning were expressed by the Education Planner. She felt the level of sophistication of the campus planners is important to the success of local campus planning, and a balance of local and system-wide planning is most effective where staff development is concerned.

Coordinators' Survey

Ratings given by instructional coordinators to an item asking them to rate local campus planning on a scale from 1 to 5 (1=Not at all effective, 3=Somewhat effective, 5=Extremely effective) showed that 57% rated it as only somewhat effective. The average rating of 3.4 given by the instructional coordinators indicated rather lukewarm enthusiasm for local campus planning on their part.

3. Were there problems encountered during the planning process?

ANSWER: Few problems were encountered during the planning process.

SUPPORTIVE DATA:

Principal Interview

When principals in the Basic Skills Component were asked to discuss any problems that may have occurred during the planning and implementation stages of their programs, all of the principals dwelled on implementation problems in their discussion. The only planning problem mentioned (by one principal) concerned the shortness of time allowed for planning SCE programs.

However, it was mentioned by one principal that local funds had been shifted to special areas, since SCE funds were available for regular areas. This would mean that SCE funds in effect were not used to deliver services to identified students above and beyond the services those students would have received had there been no SCE funds available to those schools.

Teacher Questionnaire

Five of the ten Basic Skills Component schools experienced fewer problems during the second year of the program, four experienced more problems, and one school experienced approximately the same, according to teacher questionnaire responses.

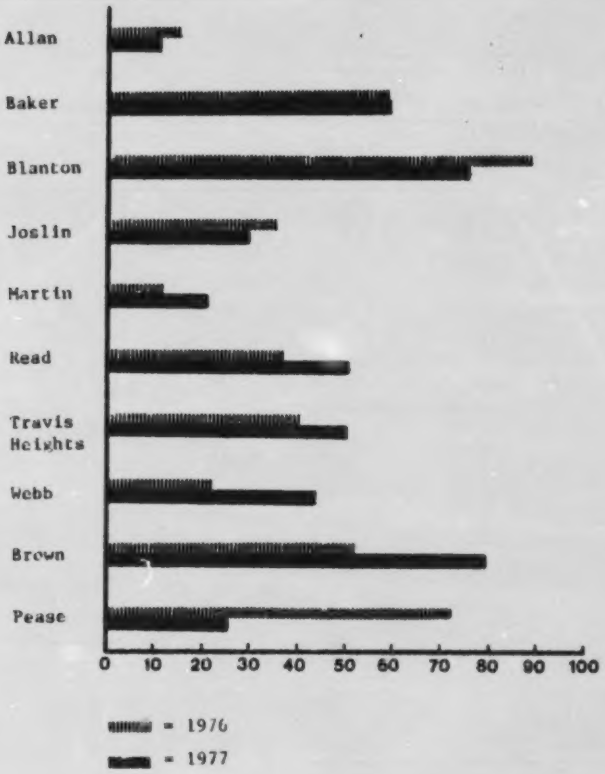
There was a wide range from school to school, with fewest teachers at Allan and Martin during both years who experienced no problems.

Overall, fewer planning problems were experienced during the second year of SCE programs, according to teacher questionnaire responses. Most teachers during both years experienced either very few or no problems during the planning process.

When asked to give specifics regarding planning problems that had been encountered, teachers usually listed implementation problems such as late arrival of materials and other materials-related difficulties.

Figure IV-3 shows the percent of teachers on each campus for 1975-76 and 1976-77 who indicated there had been no problems during the planning process. It can be seen that some campuses did have more problems than others.

Figure IV-3: PERCENT OF TEACHERS WHO EXPERIENCED "NO PROBLEMS" WITH LOCAL CAMPUS PLANNING.



Area Director Interview

The lateness of funding was mentioned by two area directors as the biggest problem encountered during the planning process, since plans are necessarily tentative until the final approval of funding is received. One of these two area directors also mentioned the problem created by the "holding back" of funds which had been earmarked for some schools. These funds were cut without adequate explanation of the formula used for making the cuts, according to the area director, and the lack of involvement of the area directors in the process was particularly inappropriate. Area directors should be involved in the higher level planning decisions, he stressed.

Another area director discussed at length the inherent problem of teacher turnover that must be considered and dealt with in any campus planning experience, although he did not directly state that this had been a problem during SCE campus planning.

The other area director was not aware of any problems encountered during the planning stages.

Education Planner Interview

No problems specific to the planning process were mentioned by the Education Planner during an interview conducted in May, 1977.

4. What is the achievement of SCE students in the Basic Skills Component (local campus planning model)?

ANSWER: There was no change in the percentile ranking of SCE sixth graders (as a total group) in reading and math from pretest to posttest. This means that although they did not gain enough to raise their standing in comparison with a nationwide sample of students, neither did they lose any more ground than they had lost in previous years. Non-SCE students in sixth grade also made no change in percentile ranking from pretest to posttest.

Gains of SCE Basic Skills Component students in grades 2-5 varied considerably by grade level and by subject, with losses shown in some areas and gains shown in others.

Kindergarteners in the Basic Skills Component scored far below the national norm for middle socioeconomic status students on the pretest but were close to the norm on the posttest.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

See Boehm Test of Basic Concepts under Supportive Data section of Evaluation Question #30.

California Achievement Test (CAT)

See California Achievement Test under Supportive Data section of Evaluation Question #30.

5. What staff development activities were planned and delivered at the campus level in SCE schools during the 1976-77 school year?

ANSWER: There were six major SCE-funded workshops from early August, 1976 through May, 1977. Although SCE funds were not used to pay for a three-day Learning Institute workshop held at Webb in November, they were used to pay stipends for large numbers of sixth grade teachers who wanted to attend.

SUPPORTIVE DATA:

Workshop Evaluation Scale

Figure IV-4 gives descriptions of 1976-77 SCE workshops as derived from completed Workshop Evaluation Scale forms and from informal visits made to the workshops by the SCE Evaluation Assistant.

Figure IV-4: OVERVIEW OF FALL AND SPRING (1976-77) SCE WORKSHOPS.

Location	Participating Schools	Date of Workshop	No. of Participants	Brief Description of Workshop Activities
Baker	All Sixth Grade Schools	November 19	37	Alternative staff development activities for those sixth grade teachers not attending the Learning Institute Conference at Webb were held at Baker. The majority of teachers attending were involved in a sharing session at which teachers, notably from Travis Heights and Blanton, presented examples of techniques for using videotape in the classroom. Several handouts were distributed.
Baker	All Sixth Grade Schools	November 19	10	A number of teachers were involved [illegible] a session with Don Zirkle of AISD Media Services at which he demonstrated how to use videotape equipment and answered questions about equipment and techniques. Each teacher acquired hands-on experience with the equipment.
Baker	Baker, Blanton	March 4	43	Dr. Mary Bigler of the University of Michigan was the single consultant to the Baker-Blanton workshop. She involved teachers in a wide variety of language arts activities. A handbook of these activities was given to teachers for easy reference.
Joslin	Joslin	November 18	38	The Joslin workshop focused on math instruction. The consultant to the workshop, Dr. Ruth Hoffman of Denver, Colorado, led teachers through a number of math activities utilizing teacher-made manipulatives.
Travis Heights	Travis Heights	September 25	25	Eight Travis Heights teachers and the librarian served as consultants to the workshop. Three groups of teachers presented and discussed new reading materials intended for SCE students. The librarian discussed the videotape program outlined for Travis Heights and demonstrated the equipment.
Webb	Webb	August 12-17	29	The Webb faculty, with the Director of Elementary Education and two consultants, worked together to select new materials, identify SCE students, and organize for the coming term. Jim Gilmore from Nystron Corporation demonstrated a composite map studies program. Counselor Sandy Barron spoke on a variety of topics including human relations activities, self image boosters, and games and techniques for the first days of school.
Webb	All Sixth Grade Schools	November 18-20	141	Teachers from all sixth grade schools, as well as administrators, superivsors, and others participated in an intensive weekend conference conducted by the Learning Institute. A team of professional consultants conducted a series of workshops on topics including: listening and questioning, science, fate control, wait time, and teaming. A course book for the conference was distributed to participants.

6. How effective were these campus-planned staff development activities deemed to be by those involved?

ANSWER: Most SCE workshops were rated very highly by workshop participants; one workshop, however, received extremely low ratings.

SUPPORTIVE DATA:

Workshop Evaluation Scale

Figure IV-5 shows the raw score and corresponding standard score on each evaluation criterion for the six SCE workshops for 1976-77. Figure IV-6 graphs the standard scores on each evaluation criterion for each of the workshops. Scores above 100 are considered above average, and scores below 100 are considered below average.

Consultation of the figures shows that:

Webb participants rated their workshop below average on all but two criteria.

Ratings for the workshop at Travis Heights varied, with four above average and three below.

Joslin workshop participants gave above-average ratings on all criteria.

Participants in the videotape sharing session in November at Baker rated the workshop well below average on all criteria.

In contrast, participants in the videotape production session held at the same time as the sharing session rated their workshop above average on all criteria except "Benefit."

The Baker/Blanton workshop drew the highest rating of any SCE workshop, well above average on all criteria.

The Workshop Evaluation Scale was not used to evaluate the Learning Institute since Learning Institute administered a similar form, and the workshop was not strictly an SCE-sponsored activity. Study of participant comments on these forms showed that the workshop was very well received.

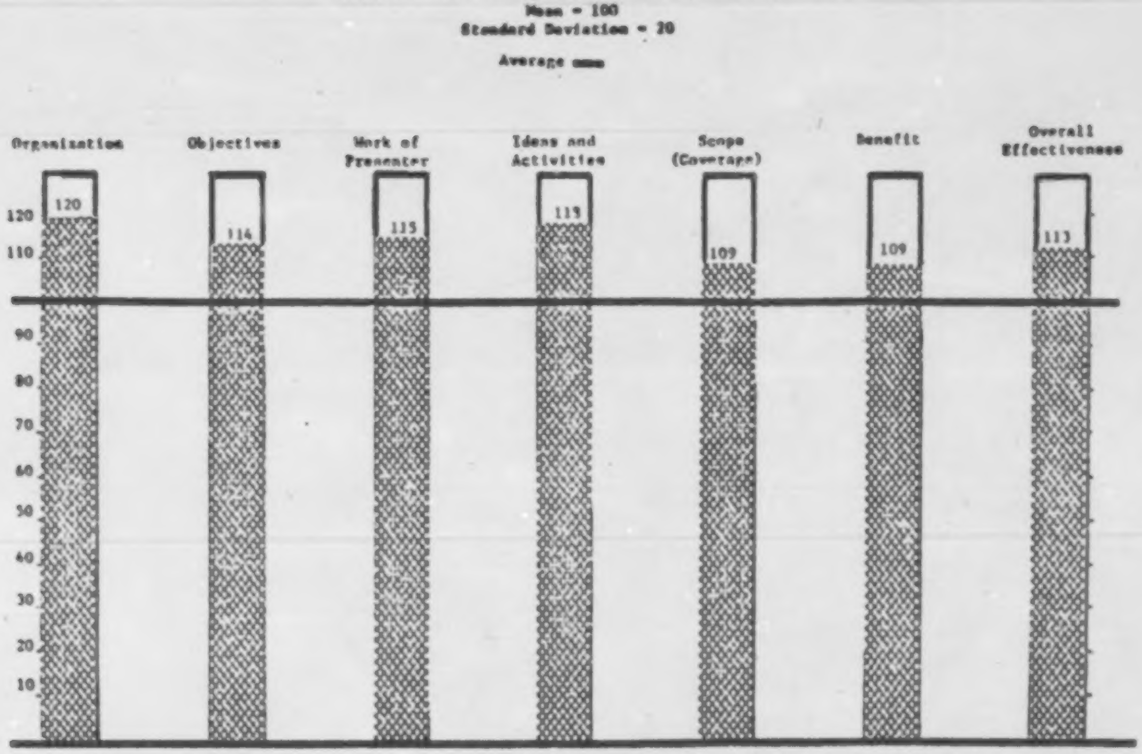
Figure IV-5: RAW SCORE AND CORRESPONDING STANDARD SCORE ON EACH EVALUATION CRITERION FOR SCE FALL AND SPRING (1976-77) WORKSHOPS.

Workshop	Organization		Objectives		Work of Presenters		Ideas and Activities		Scope		Benefit		Overall Effectiveness	
	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
Baker (Videotape Sharing)	3.33	*	3.72	*	4.00	31	3.97	*	3.76	*	3.08	*	2.94	38
Baker (Videotape Production)	6.50	110	6.70	115	6.80	115	6.50	109	6.60	117	5.70	90	6.30	105
Baker-Blanton	6.88	123	6.83	120	6.95	119	6.93	125	6.88	126	6.88	126	6.93	118
Joslin	6.76	120	6.61	114	6.76	115	6.74	118	6.35	109	6.34	109	6.68	113
Travis Heights	6.04	96	6.48	109	6.20	97	6.08	96	6.14	103	6.40	111	6.24	104
Webb	5.65	83	5.82	88	5.92	90	5.72	84	5.79	92	6.34	109	6.35	106

*Not contained in the conversion tables.

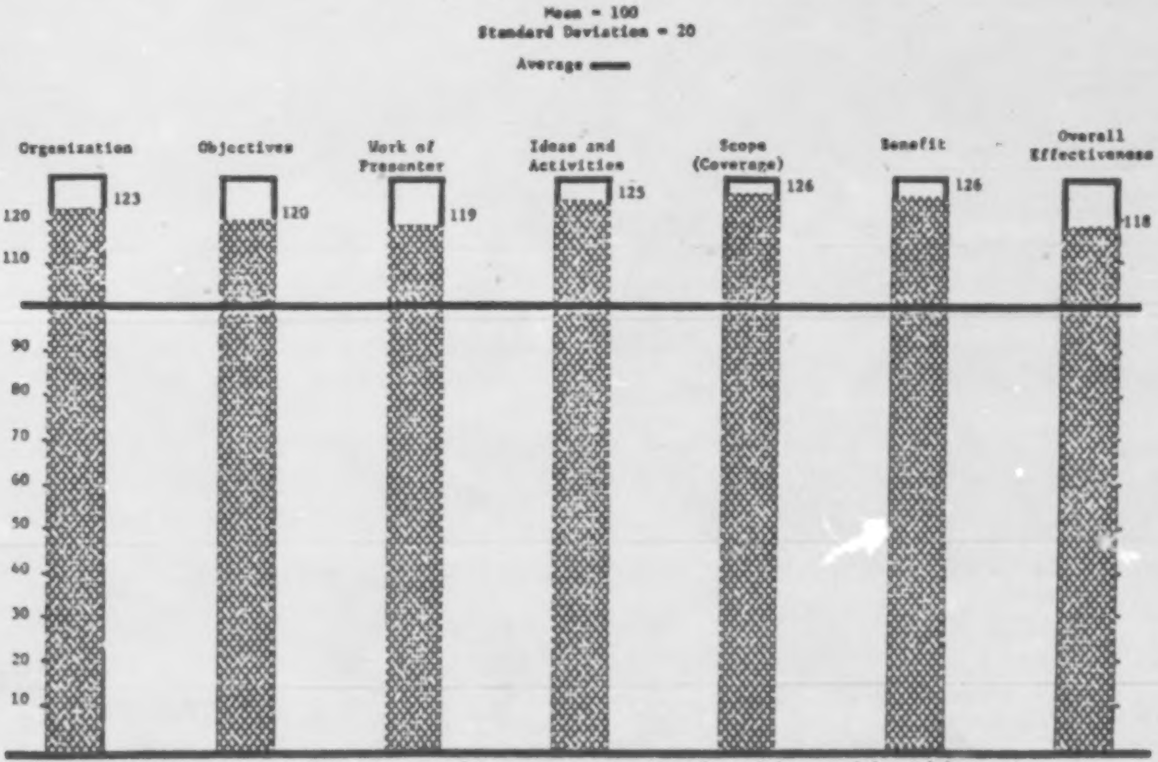
Figure IV-6: SCE WORKSHOP RATINGS IN COMPARISON WITH NORMS. (page 1 of 3)

Joslin Workshop, November, 1976



Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Baker/Blanton Workshop, March, 1977



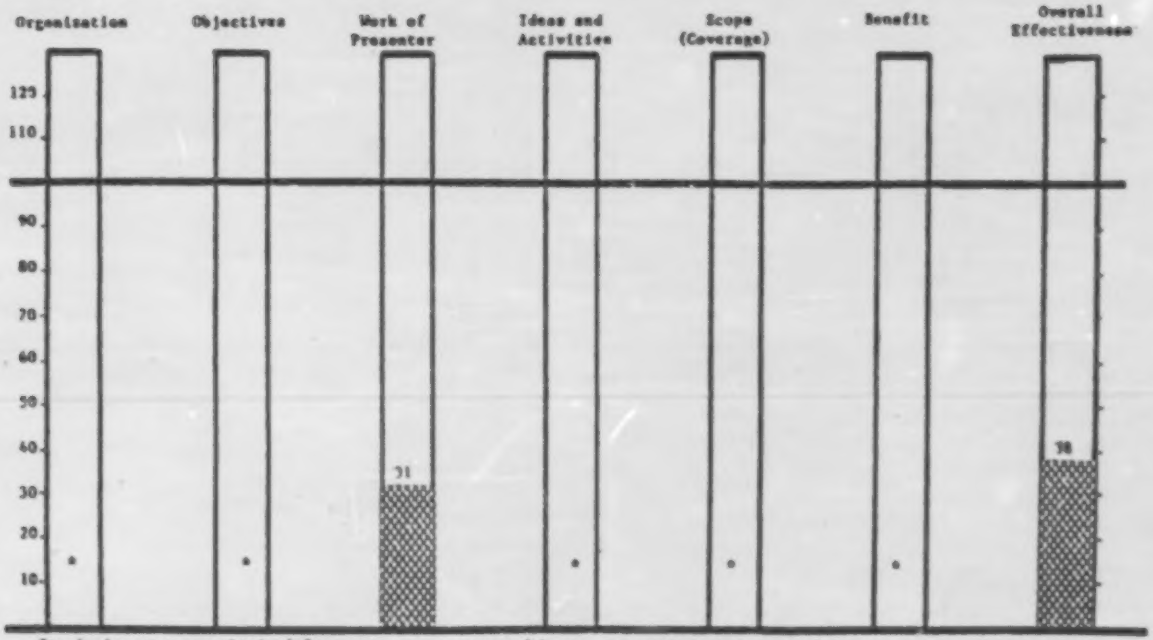
Standard scores are obtained from raw scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Figure IV-6: SCE WORKSHOP RATINGS IN COMPARISON WITH NORMS. (page 2 of 3)

Videotape Sharing Session, November, 1976

Mean = 100
Standard Deviation = 20

Average ▬



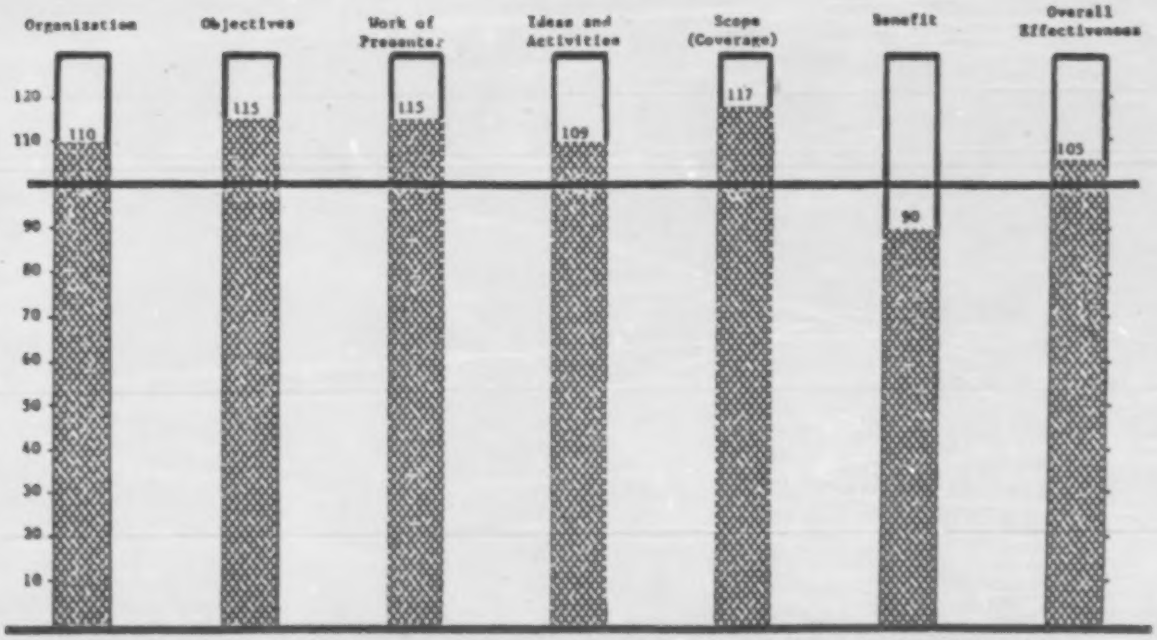
Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

*Standard scores below 30 are not contained in the conversion table.

Videotape Production Session, November, 1976

Mean = 100
Standard Deviation = 20

Average ▬



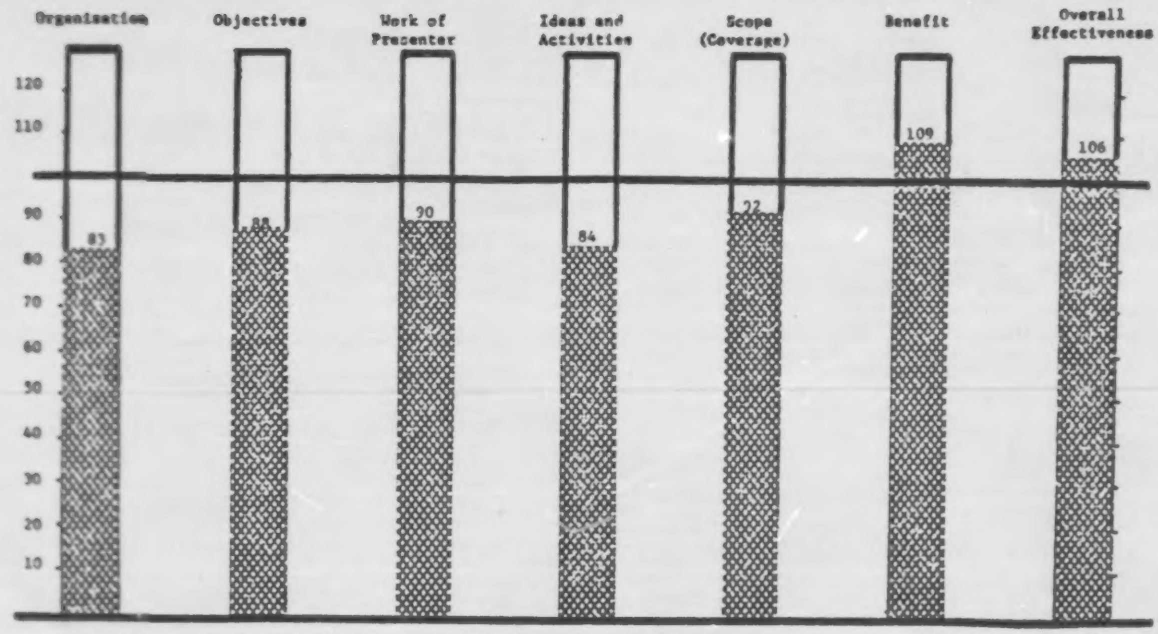
Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Figure IV-6: SCE WORKSHOP RATINGS IN COMPARISON WITH NORMS. (page 3 of 3)

Webb Workshop, August, 1976

Mean = 100
Standard Deviation = 20

Average ▬

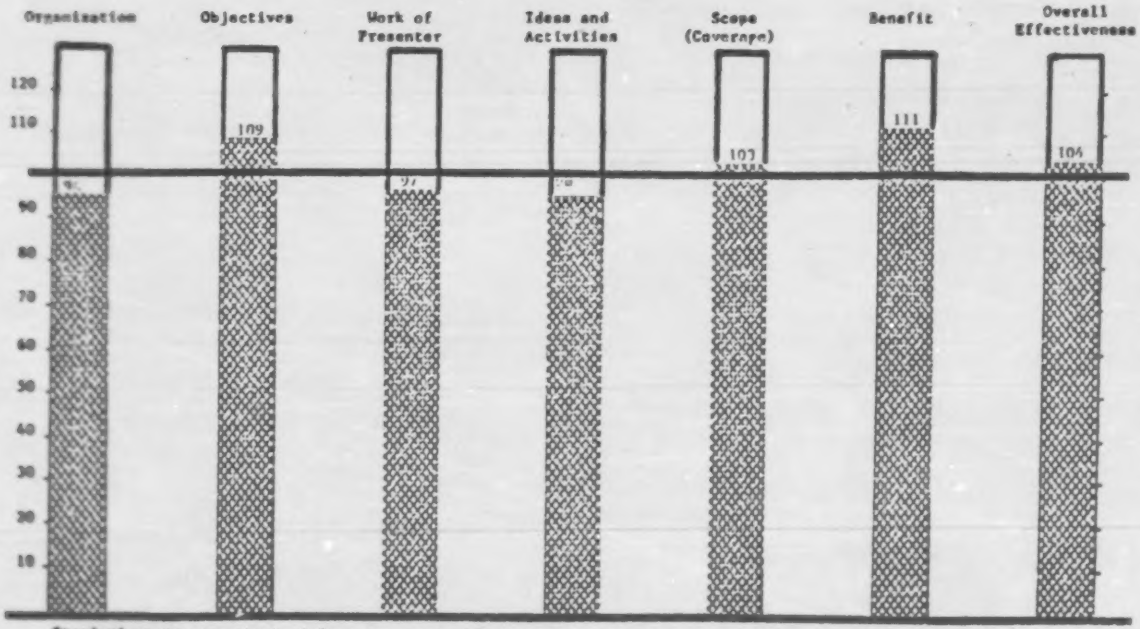


Standard scores are obtained from raw average scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and standard deviation of 20.

Travis Heights Workshop, September, 1976

Mean = 100
Standard Deviation = 20

Average ▬



Standard scores are obtained from raw scores (the average rating given by workshop participants) by means of a conversion table. Standard scores have a mean of 100 and a standard deviation of 20.

7. Are SCE materials being utilized in the classroom?

ANSWER: Yes. There is evidence that SCE students in sixth grade used more workbooks/kits and audiovisual materials, and those kinds of materials were ordered in large quantities with SCE funds for most schools.

SUPPORTIVE DATA:

Classroom Observations (Pupil Activities Record)

Observations of student activities were conducted in the sixth grade schools from November 1 through April 30. Individual SCE and non-SCE students were randomly selected to be observed throughout the school day, and the materials used by these students throughout the day were recorded. Results of these observations show that SCE students used workbooks/kits and audiovisual materials more often than did non-SCE students, and they used textbooks and other books less often during reading, language arts, and math than did non-SCE students. Differences between the two groups were very small for all other materials.

School Inventories of SCE Materials

Reviews of school inventories of SCE materials (purchase orders, card indexes, and other listings) were conducted from January through April. Results of these reviews showed that:

Schools used their SCE funds to purchase a wide variety of consumable and non-consumable materials.

All schools purchased reading materials of some kind, usually workbooks, developmental readers, learning kits, reference books, and general classroom reading material.

All schools but one elementary school purchased math materials of some kind (generally textbooks, workbooks, manipulatives, kits, and games).

All schools but one elementary school purchased an array of audiovisual equipment, including filmstrips, cassette tapes, Language Masters (at some schools), closed circuit television receivers (at some schools), and guided reading machines (at some schools).

Some schools purchased science equipment such as microscopes, test tubes, and measuring devices.

Some schools purchased social studies materials, including kits, filmstrips, and books.

Some schools purchased general equipment and supplies such as storage cabinets, stands of various kinds, and paper.

Teacher Questionnaire

Sixty-seven percent (67%) of teachers in SCE schools had received expected SCE materials by mid-February of 1977, according to responses on a questionnaire administered at that time. Sixteen percent (16%) more had received some of the materials, and 11% did not expect any SCE materials.

8. Have the campus-ordered materials met expectations of teachers?

ANSWER: Yes, for the majority of teachers.

SUPPORTIVE DATA:

Teacher Questionnaire

Sixty-six percent of responding teachers rated SCE reading materials as "extremely" or "quite" effective in helping to increase the achievement of SCE students. Only 4% felt it was too soon to tell (as opposed to 32% in 1975-76), and only 4% did not have any SCE materials in use yet.

Fifty-four percent of responding teachers rated SCE math materials as "extremely" or "quite" effective, and 6% (as opposed to 26% in 1975-76) felt it was too soon to be able to assess the effectiveness of the materials.

The number of teachers who rated SCE reading and math materials as "not at all" or "not very" effective was negligible for both years of the program.

9. Were problems encountered during the large scale ordering of materials at the campus level?

ANSWER: Definitely. The major problem was late arrival of SCE materials on campuses as a result of late notification of funding.

SUPPORTIVE DATA:

Principal Interviews

All but two of the Basic Skills Component principals referred to problems concerning materials when they were asked to discuss any problems that may have occurred during the planning and implementation of their SCE programs. The main problem, which was referred to by all of them, was the time lag between ordering and receipt of materials. The lengthy process of approval by TEA of the 1976-77 SCE application (approximately six months transpired between submission of the application and final approval) meant that funds for purchase of materials could not be implemented. Even after release of the funds there was further waiting by the schools for purchase orders to be processed and vendors to deliver the materials. SCE programs were impeded to the extent that they were dependent on materials, and teacher morale was hurt when expected materials were not available at the beginning of the school year.

The same situation took place again with amendment funds, according to several principals. The long wait for submission and approval meant that funds were approved too late in the year for materials to be ordered and received in time to affect the year's SCE programs.

Other problems related to materials that were mentioned by principals were specific to particular situations, i.e. storage problems and budget account "mixups."

Teacher Questionnaire

At six of the ten schools, fewer teachers experienced problems with the materials-selection process during the second year of the program, according to their questionnaire responses in February, 1977.

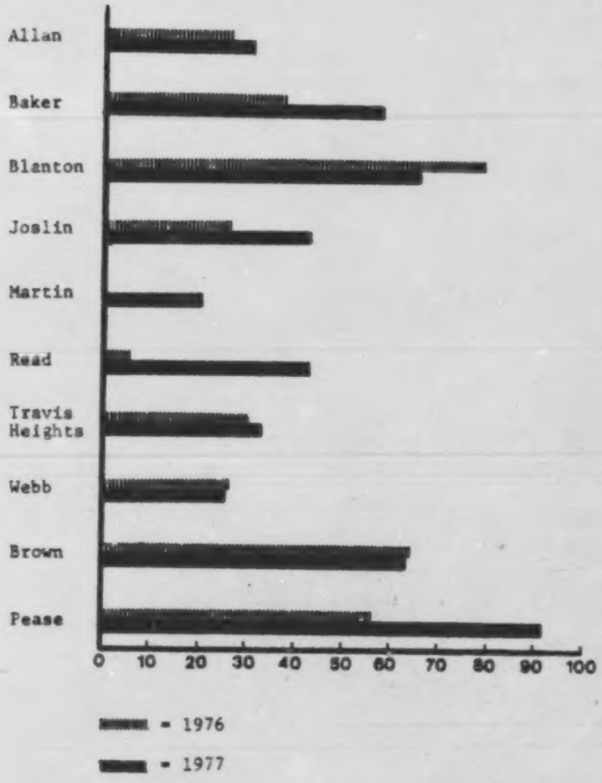
Baker, Blanton, Brown, and Pease appear to have been the schools with the fewest problems during both years.

Overall, more teachers experienced no problems with materials during the second year (47%) of the program than during the first year (37%).

Specific problems mentioned by teachers in 1976-77 were most often related to the time lag between ordering and receipt of materials and the difficulties of selecting materials from the wide arrays available. Problems caused by budget cuts were also mentioned in several instances.

Figure IV-7 shows the percent of teachers who experienced no problems with the materials selection process in 1975-76 and 1976-77.

Figure IV-7: PERCENT OF TEACHERS WHO EXPERIENCED NO PROBLEMS WITH THE MATERIALS SELECTION PROCESS.



Area Director Interview

Lateness of funding was referred to as a problem in terms of materials as well as planning by two of the area directors, one of which elaborated by saying that a school had received materials too late this year to be as effective as had been hoped. "Red tape" and confusion over budgets was also discussed by two area directors, since lateness of receipt of materials is often the result of such problems.

Education Planner Interview

Implementation problems caused by the lateness of funding were described as major by the Education Planner. The approval on December 31, 1976, of the SCE application meant that it took six months from the time of submission of the proposal until final approval was received. In the meantime, no materials could be purchased. The combination of the SCE application for funds with the Title I and Migrant applications was the root of the problem, according to the Education Planner, since a problem with any one aspect of the three programs meant delay for all of them.

10. What is the achievement of SCE students in schools that invested heavily in SCE materials?

ANSWER: Slight declines from pretest to posttest were shown in the percentile rankings of SCE groups in reading and math at Joslin and Webb. Math percentile rankings at Baker also declined, but percentiles for reading increased. (Baker, Joslin, and Webb were the schools that invested most heavily in materials.)

SUPPORTIVE DATA:

California Achievement Test

Although all of the schools in the Basic Skills Component invested their SCE funds in materials to some extent, the three schools that invested their funds primarily in materials were Baker, Joslin, and Webb. Since there are no control groups of comparable students who did not receive SCE materials with which comparisons can be made, no statements can be made about the effectiveness of this approach to serving students over any of the other approaches. The lack of longitudinal data for the sixth grade schools means that comparisons with previous sixth grade populations cannot even be made (this is the first year that both pretest and posttest data are available for sixth grade schools). However, a look at the gains for the SCE groups in each of these schools can give some perspective on their programs so long as the limitations of the data are kept in mind. It should also be kept in mind that Joslin and Webb operated reading labs staffed with AISD teachers which served SCE students in their schools.

Figure IV-8 graphs the pretest and posttest CAT Reading Total scores (median percentiles) for SCE student groups in the three schools. Figure IV-9 graphs scores for CAT Math Total.

It can be seen that slight declines in percentile rankings from pretest to posttest for these groups were shown in all cases except reading at Baker. Whether a more precipitous decline (or loss) might have been registered if there had been no SCE program cannot be known. It is even possible that the relative success at Baker in reading may have occurred without the infusion of SCE materials.

Figure IV-8: PERCENTILE RANKINGS FOR CAT READING TOTAL OF SCE GROUPS AT BAKER, JOSLIN, AND WEBB SIXTH GRADE SCHOOLS.

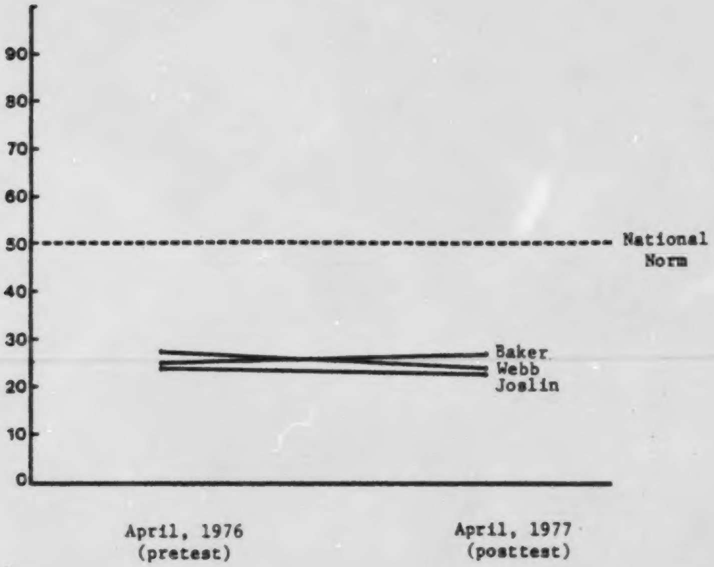
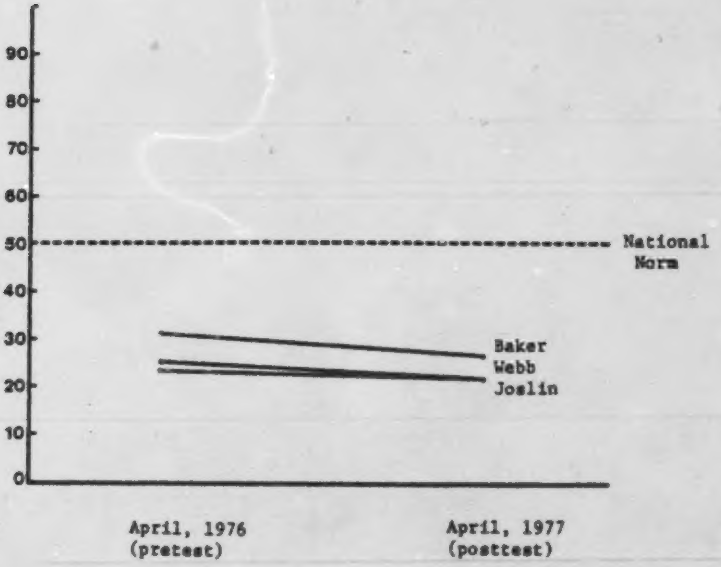


Figure IV-9: PERCENTILE RANKINGS FOR CAT MATH TOTAL OF SCE GROUPS AT BAKER, JOSLIN, AND WEBB SIXTH GRADE SCHOOLS.



11. How large a role did the AISD area directors and instructional coordinators play in the planning of SCE program activities?

ANSWER: Area directors were minimally involved in the planning of SCE program activities. Some instructional coordinators were infrequently involved in direct planning activities and more frequently involved in selection of SCE materials.

SUPPORTIVE DATA:

Principal Interview

Area directors and instructional coordinators in most cases played a supportive role with minimal involvement in the actual planning stages, according to SCE principals when interviewed.

Area Director Interview

Area directors generally were involved in the planning of SCE programs, according to their interview comments, only to the extent that they discussed with principals in advance the program ideas that principals were developing with their staffs and then reviewed the campus plans that were ultimately developed.

Coordinators' Survey

No instructional coordinators reported frequent participation in the planning and proposal development of program activities for SCE funds. Four of the seven coordinators assigned to SCE schools reported infrequent involvement in planning proposal development activities.

One coordinator reported frequent participation in the selection/ordering of SCE materials, an activity that is at least related to planning. Three others reported infrequent participation in such activity.

12. How large a role did the area directors and instructional coordinators play in the SCE staff development activities?

ANSWER: Area directors were minimally involved in SCE staff development activities. The degree of instructional coordinator involvement varied from frequent to infrequent for each coordinator.

SUPPORTIVE DATA:

Principal Interview

According to SCE principals, area directors were involved in SCE staff development activities only to the extent that they were kept informed by principals and attended several staff development sessions.

Three principals indicated that the instructional coordinators for their schools served as consultants to workshop sessions or assisted principals in securing consultants.

Area Director Interview

Area director involvement in the SCE staff development activities was minimal, according to their interview comments. They usually discussed and reviewed in advance the plans developed by campus staff and then sometimes attended workshop sessions. One area director stated directly that the "principals and faculty should have the credit" for their SCE staff development activities.

Coordinators' Survey

Two of the instructional coordinators assigned to SCE schools reported frequent participation in the planning of SCE staff development activities. Two others reported infrequent participation in such activities.

13. How effective were the staff development activities which had area director/instructional coordinator involvement deemed to be by participants?

ANSWER: There was no significant involvement of area directors or instructional coordinators in the 1976-77 SCE workshops.

SUPPORTIVE DATA:

Principal Interview

According to SCE principals, area directors were involved in SCE staff development activities only to the extent that they were kept informed by principals and attended several of the staff development sessions. Although instructional coordinators for two schools served as consultants to June, 1976 SCE summer workshops, the role of instructional coordinators for SCE workshops during the 1976-77 school year was at most that of suggesting consultants for workshops.

14. Were planning component activities carried out as specified?

ANSWER: Yes, in two instances. Although many other persons were involved in the activities, it can be assumed that these activities would not have been initiated nor the tasks completed had the SCE planners not been active.

In the third instance, the activities of the SCE planners regarding coordination and utilization of all federal resources in the District in the development of Title I, Migrant, and SCE proposals included only minimal coordination with the Title VII Bilingual Project.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

Activities of the SCE comprehensive planners as outlined in the CASFA originally called for training activities related to the pending desegregation plan for Austin ISD. Principals and school staffs who were to be involved in the desegregation effort were to receive from SCE planners training that would aid them in the desegregation process. A comprehensive needs assessment was planned for determination of training needs. SCE planners were also to develop a comprehensive plan for compensatory programs that would be included in the CASFA for 1977-78. It was necessary, however, to alter the planned activities of the SCE Planning Component due to the delay of implementation of the desegregation plan. Too, word was received from the Texas Education Agency that Title I, Migrant, and SCE should submit separate applications for funds in 1977-78 rather than submit together in a consolidated application. Efforts in the area of desegregation and the consolidated application therefore no longer seemed appropriate, and new objectives for the SCE planners were outlined in an amendment to the 1976-77 CASFA. Those new objectives were related to 1) development of an outline of required student competencies, 2) development of three program models for Title I, and 3) coordination of compensatory program proposals.

Education Planner Interview

The Education Planner gave the following overview of the activities of the SCE comprehensive planners.

Student competencies: A subcommittee composed of AISD instructional coordinators was formed by the Education Planner and one of the SCE planners for the purpose of outlining student competencies, and frequent meetings were held. Further committees were established for each subject area, and a series of all-day meetings at the home of one of the SCE planners followed. Prototypes of student competencies were developed at these meetings. The completed outlines of student competencies were reviewed by a committee of teachers that had been selected by AISD area directors and one of the instructional coordinators. They were then revised and are to be printed in June for later systemwide distribution.

Title I program models: According to the Education Planner, SCE planners met with Title I staff regularly throughout the school year and worked with the Education Planner, Title I staff, and Title I principals to develop three program models for 1977-78.

Coordinated program proposals: The SCE planners had attended Title I, Title VII, Migrant, and ESAA Meetings and had worked on ESAA and Title I proposals, it was stated by the Education Planner. The planners had writing assignments for the Title I proposal and were involved in the reviewing and editing of that proposal. They had gathered extensive information regarding nonpublic schools and schools for neglected and delinquent children for Title I and were also involved in the planning of Title I summer school. They had also visited AISD-funded pilot projects and pilot projects in other districts in order to get ideas for planning proposals.

Review of Title I and Title VII Applications for Funds

No evidence of programmatic changes for the sake of coordination of the Title I Program and the Title VII Bilingual Project are evident in the 1977-78 applications for funds for those programs, although many students served by Title VII are served in the Title I reading labs as well, and both programs place community representatives who perform very similar duties on the project campuses.

SCE planner involvement in development and coordination of proposals from within the Department of Developmental Programs was evident; planner involvement and coordination of programs from the Department of Developmental Programs with the Title VII Bilingual Project was not evident.

15. Did the planning component meet its objectives as stated in the CASFA?

ANSWER: Two of the objectives were met completely; one objective was met partially. The extent of SCE planner responsibility for the completed tasks is difficult to discern, however, due to the involvement of many other persons in the endeavors.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

Objectives for the SCE Planning Component as stated in the CASFA were:

The SCE staff will be responsible for developing a document which outlines expected student competencies for grades kindergarten through six, to be completed by May 31, 1977.

The SCE staff will be responsible for developing a document which develops three model programs for Title I grade levels, to be completed by March 1, 1977, and fully developed by May 1, 1977.

On the basis of needs assessment information gathered by SCE staff and Office of Research and Evaluation staff, as well as the document referred to in 2) above, SCE staff will develop in coordination with Title I staff program proposals that will utilize and coordinate all federal resources in the district, to be completed by March 1, 1977, for Title I, and subsequently for Title I Migrant and SCE.

Education Planner Interview

According to the Education Planner, outlines of student competencies for all elementary-level instructional areas were developed by SCE planners in conjunction with AISD instructional coordinators. The outlines were reviewed by a committee of teachers, revised, and will be printed in June 1977 for later systemwide distribution. (This was confirmed by the instructional coordinator who is arranging for the printing of the document.)

Three program models were developed by the SCE planners in conjunction with the Education Planner, Title I staff, and Title I principals. The models were developed in time for use in the planning of the 1977-78 Title I Program.

Efforts by SCE planners in the area of coordinated compensatory program proposals included writing assignments and needs assessment efforts for the Title I proposal, involvement in the planning of Title I summer school, and work on the ESAA proposal. No specific programmatic changes for the sake of coordination of programs were mentioned by the Education Planner, however.

Review of Title VII and Title I Applications for Funds

No evidence of programmatic changes for the sake of coordination of the Title I Program and the Title VII Bilingual Project are evident in the 1977-78 applications for funds for those programs, although many students served by Title VII are served in Title I reading labs as well (40% of students in Title I schools are Spanish-speaking). Also, Title I community representatives and Title VII community representatives are assigned to the same campuses but no coordination of their very similar duties is mentioned in either application.

16. Were SCE activities conducted as specified generally?

ANSWER: SCE activities were generally conducted as specified, with some campus-specifc exceptions. However, SCE sixth grade students as a group did not receive any more time in instruction than did non-SCE students.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

A review of individual school program designs in the CASFA shows several proposed activities included for most of the SCE schools. Most schools planned to:

1. purchase supplementary materials/equipment.
2. deliver supplemental instruction to students.
3. keep records of the progress of SCE students (usually through Ladder of Skills or Fountain Valley) or develop individual student plans of some kind.
4. hire SCE aides (for instructional duties on some campuses and clerical duties on other campuses.)
5. deliver staff development activities of some kind to their staffs.

Activities specific to campuses included:

1. reading labs staffed by SCE reading teachers at Read and Pease.
2. reading labs staffed by AISD funded reading teachers at Webb and Joslin.
3. "floating" SCE reading teachers at Blanton and Martin (teachers who serve identified students in their classrooms).
4. community representatives at Martin to work on parental involvement and student attendance.
5. videotape activities at Baker, Blanton, Read, and Travis Heights

Classroom Observations (Pupil Activities Record)

Observations of randomly selected SCE and non-SCE students were conducted in sixth grade schools from November 1 through April 30. The following information was recorded for each student throughout the school day.

1. amount of time in each instructional area.

2. amount of time students received instruction from an adult.

3. size of the groups in which the students functioned.

4. materials used by the student.

Results of these observations showed that:

> SCE students and non-SCE students spent almost exactly the same amount of time in each of the instructional areas. SCE students as a group did not receive supplemental instruction as extra instructional time for reading or for math.
>
> SCE students functioned in slightly smaller groups than did non-SCE students.
>
> Services delivered by the SCE reading teachers to observed SCE students averaged out to only two minutes per day. Services delivered by SCE aides were so minimal as to average out effectively to zero.
>
> SCE students used workbooks and audiovisual equipment more often than did non-SCE students. They used textbooks and other books less often during reading, language arts, and math than did non-SCE students. Differences between the two groups were very small for all other materials.

Figures IV-10, IV-11, and IV-12 show the amounts of time spent by students observed (SCE and non-SCE) in each school activity, the average group sizes in which they functioned, and the amount of time that they received instructional contact from an adult.

School Inventories of SCE Materials

Reviews of school inventories of SCE materials conducted from January through April showed that schools used their SCE funds to purchase a wide variety of consumable and non-consumable materials. Materials common to all schools were reading kits, reading workbooks, and math kits (except for one elementary school). Nearly all schools purchased audiovisual equipment of various kinds. Some schools purchased social studies and science materials as well as reading and math materials.

Teacher Questionnaire

Sixty-seven percent (67%) of teachers in SCE schools had received all or most of expected SCE materials by mid-February, according to their responses to a questionnaire administered at that time. Sixteen percent (16%) had received some materials, and 11% did not expect any SCE materials.

Figure IV-10: HOURS SPENT IN EACH SCHOOL ACTIVITY BY STUDENTS OBSERVED.

School Hours Spent In	SCE Students (n=47)	Non-SCE Students (n=18)
Major Content Areas		
Reading	:49	:51
Language Arts	:45	:44
Math	:45	:46
Science	:02	:03
Social Studies	:25	:22
Undetermined*	:01	:02
Other Activities		
Art	:14	:12
Music	:22	:35
P.E.	:28	:18
Lunch	:26	:28
Between Class	:12	:15
Other**	:06	:07
No Instruction***	1:32	1:27
Major Content Areas Total	3:10	3:11
Other Activities Total	3:23	3:24

*Instructional activities such as instructional games, viewing of films, and library activities that are not obviously related to particular subject areas.

**Activities such as school assemblies, sessions with counselor, school fairs.

***Regular classroom activities such as transitional activity within the classroom, announcements, classroom management by teacher, disciplinary activities, and general giving of directions.

Figure IV-11: INSTRUCTIONAL HOURS SPENT IN VARIOUS GROUP SIZES BY STUDENTS OBSERVED.

Instructional Hours Spent in Groups With a Size of ...	SCE Students (n=47)	Non-SCE Students (n=18)
1	1:53	1:45
2-4	:12	:12
5-7	:03	:05
8-10	:05	:08
11-13	:02	:02
14-35	1:00	1:08
Average Size of Group	8.53	9.52

Figure IV-12: **INSTRUCTIONAL HOURS DURING WHICH STUDENTS OBSERVED HAD INSTRUCTIONAL CONTACT WITH AN ADULT.**

Instructional Hours During Which Students Had Contact With	SCE Students (n=47)	Non-SCE Students (n=18)
No One	1:49	1:43
Classroom Teacher	1:13	1:22
SCE Reading Teacher	:02	:01
SCE Aide	:00	:00

Eight percent (8%) of teachers in SCE schools had received some kind of staff development, according to their questionnaire responses. Four percent (4%) more had received staff development but were not sure if it was SCE-sponsored.

Eighty-eight percent (88%) of teachers in SCE schools indicated that they used the Ladder of Skills, (for student recordkeeping, it is assumed), but 42% felt it to be "not very" or "not at all" useful.

Seventy-eight percent (78%) of teachers in SCE schools stated that they used Fountain Valley (for student recordkeeping, it is assumed), but 39% found it to be "not very" or "not at all" useful.

Teacher Interview

A sample of teachers at each SCE school were asked if they kept progress records on their SCE students, and what records they would have kept on these students if there had been no SCE program in their schools. Records were then checked by the SCE Evaluation Assistant for a sample of SCE students. This examination process was an informal one and was conducted not to evaluate the contents of the records but to ascertain what records were kept. Results of this procedure showed:

1. All teachers were keeping records.
2. In the majority of cases, the records kept were those already required by the District.
3. Some teachers supplemented District-required records with record keeping systems specific to their own needs.
4. Some teachers required their students to maintain their own individual records.

Teachers in schools with SCE videotape programs were asked to describe their usage or contact with these videotape activities. In almost every case a substantial amount of usage of some kind was described.

Aide Questionnaire

Responses given by SCE aides on a questionnaire administered in mid-February showed that SCE aides at the elementary level functioned primarily as instructional aides, while nearly all of the SCE aides in sixth grade functioned in a clerical capacity (three aides at sixth grade were originally to function in an instructional capacity).

Community Representative Interview

The SCE Community Representatives at Martin stated in a mid-year interview that no parent volunteers had as yet been recruited or trained to work in classrooms (as had been planned). No further developments in the area of parental involvement had occurred at the end of the year when the community representatives were interviewed again.

The greatest portion of their time had been concentrated in the area of student absenteeism. Parents of students who had an excessive number of absences were informed by mail, and numerous parents were contacted by telephone and/or visited at home. Chronic absentees were referred to the District attendance investigator for possible legal proceedings.

Student Videotape Questionnaire

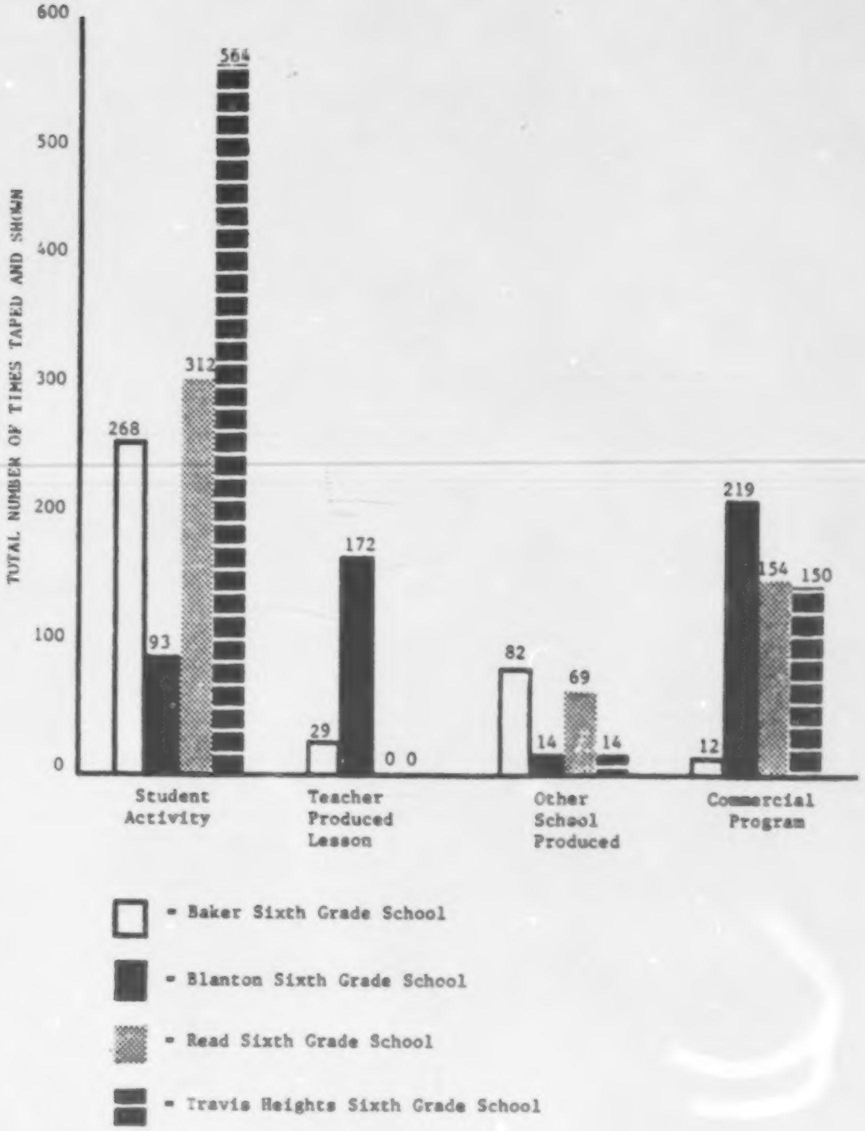
A questionnaire was administered to a sample of classrooms in those schools with SCE videotape programs. This questionnaire asked students to indicate the amount of time they had participated in certain videotape activities and then rank the activities for preference. Results showed that few differences in level of participation by SCE and non-SCE students were found for individual schools, but a difference was found for all schools together on "watching a teacher in school teach a lesson on school television." SCE students participated significantly more often than non-SCE students in this activity.

Generally, however, SCE students probably did not receive instruction through videotape which was significantly different from what non-SCE students received.

School Videotape Records

Review of school records of videotape usage in those four schools with SCE videotape programs showed a substantial amount of activity involving videotape. Three schools (Baker, Read, and Travis Heights) exhibited a similar pattern of videotape usage. All three showed a large number of student activites involving videotape, little or no teacher-produced videotape lessons, and a relatively large amount of usage involving commercial programs. The fourth school (Blanton), however, showed a fairly low number of student activities with videotape and a large number of teacher-produced videotape lessons. There was also much use of videotape equipment for taping and showing of commercial programs at Blanton. Figure IV-13 shows the amount of videotape usage at the four schools as categorized into: Student Activity, Teacher-Produced Lesson, Other School Produced, and Commercial Program.

Figure IV-13: VIDEOTAPE USAGE AMONG SCHOOLS.



17. Were SCE activities conducted as specified at Allan?

ANSWER: Planned activities at Allan were conducted to a minimal degree in all instances except for use by teachers of scope and sequence charts that had been developed in an Allan SCE summer workshop.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Allan's school program description as submitted in the CASFA to Texas Education Agency.

> Identified students will be assigned to ten sixth grade teachers who have received specialized training in reading and oral language methodology during the summer of 1976. A communication skills block and a mathematics block will provide two hours of intensive instruction in basic skills to identified students. Two instructional aides will provide assistance in instructing identified students. Classroom teachers will assess identified students using Fountain Valley, S.R.A., and SOBAR diagnostic instruments and will keep a skill mastery chart on each student.
>
> The scope and sequence plan for use of instructional materials developed in the summer of 1976 will be used in an ongoing fashion to individualize the instructional program for identified students.
>
> A fall staff development workshop will be held to reorient teachers to the goals and objectives of the SCE Program and to receive additional training in oral language development.

Teacher Questionnaire

Thirty percent (three teachers) at Allan indicated that they had not received any SCE staff development. One other teacher was not sure which staff development activities were SCE.

Thirty percent (three teachers) had not received expected SCE materials by the time of questionnaire administration in February of 1977. One other teacher did not respond to the item at all.

Eighty percent (eight teachers) at Allan indicated that they did not use Fountain Valley. One teacher used it and found it only "somewhat useful," and one other teacher gave no response to the item.

Teacher Interview

A question directed to the two Allan teachers who were interviewed asked to what extent they had had the services of an instructional aide in their classrooms. Their responses indicated the availability of an aide on a daily basis during the school day, as well as before and after school.

Allan teachers were asked if they used the scope and sequence charts that were developed by Allan staff the previous spring and summer and, if so, to what extent. Both responded in the affirmative. One teacher used them daily to determine which skills would be studied and to write in task books (contracts) for individual student work on skill deficits. The other teacher used them on a limited basis in reading (for planning) and more extensively in math.

A further query asked Allan teachers if they had kept skill mastery charts on their SCE students. Both replied that they had.

Aide Questionnaire

Study of completed SCE Aide Questionnaires showed that the two SCE aides at Allan spent very little time in instruction of students. Most of their workday was spent in preparation of materials, clerical activities, or substitute teaching.

School Inventory of SCE Materials

A review of the purchase orders for SCE materials conducted in March of 1977 showed that Allan had received: a number of instructional kits, a set of encyclopedias, a variety of audiovisual equipment, Spanish materials, reading and math workbooks, science equipment, a calculator, music books and an autoharp, and non-consumables including aquarium stands, a typewriter, and a storage cabinet.

18. Were SCE activities conducted as specified at Baker?

ANSWER: A high degree of implementation of some of the planned SCE activities at Baker was achieved; however, several aspects of the program were not implemented at all.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Baker's school program design as submitted in the CASFA to Texas Education Agency:

> Identified students will spend one and one-half hours in communication skills using SCE supplementary materials which are of high interest and low reading level. One hour daily will be spent in mathematics in a program emphasizing the use of math manipulatives and reinforcement games for students performing below grade level. Teachers will maintain records on all identified students using Fountain Valley profile sheets. One instructional aide will provide assistance to identified students.
>
> A part-time clerical aide will assist by keeping records of materials and equipment, preparing instructional materials for SCE students, and typing purchase orders for SCE materials.
>
> Staff development will be provided through the use of videotape feedback sessions in which teachers tape teaching activities and interactions with identified students for later analysis for improvement of teaching skills. Additional staff development sessions will be held during the school year to improve instructional capabilities of staff in areas of reading and mathematics and in dealing with educationally disadvantaged students.
>
> An addition to the communication skills instruction will be the use of photography with SCE-identified children to motivate them to visually present their own stories through developing a script and then photographing scenes which illustrate their own histories.

Principal Interview

The SCE aide at Baker worked almost completely as a clerical aide, according to the Baker principal, and there had never been plans to do otherwise. The aide checked SCE materials in and out, made materials, handled purchase orders, and supervised the In-School Suspension group when the monitors were on breaks. She also did clerical work beyond SCE-related duties, the principal stated.

The photography aspect of Baker's SCE program had to be abandoned due to the transfer of the teacher who was to be in charge of those activities. The principal had initiated a change to be included in the midyear amendment.

Teacher Questionnaire

Ninety-four percent of the Baker teachers had received all or most of expected SCE materials by mid-February, 1977, according to their questionnaire responses.

Only 11% of Baker teachers responded that they did not use Fountain Valley at all, but 47% more found it "not very" or "not at all" useful.

Ninety-five percent of Baker teachers indicated that they had received SCE staff development.

Workshop Evaluation Scale

A joint SCE workshop with Blanton on March 4, 1977, was conducted at Baker by Dr. Mary Bigler of the University of Michigan. A variety of language arts activities was presented, and a handbook of the activities was presented to workshop participants. According to results of the Workshop Evaluation Scale, a normed evaluation instrument administered at the end of the workshop, 43 teachers from the two schools were in attendance, and they gave extremely high ratings to the workshop.

Teacher Interview

None of the four Baker teachers who were interviewed had participated in staff development using videotape feedback sessions. The Baker [illegible]ers did, however, use their SCE videotape facilities in other [illegible]. One teacher had taped student activities as part of a social studies unit. Three teachers had used the videotape equipment for language arts activities. Two had participated in staff development aimed at learning how to use the equipment. Three teachers had taped or shown educational television programs.

Three of the four Baker teachers questioned had maintained Fountain Valley profile sheets on all of their SCE students.

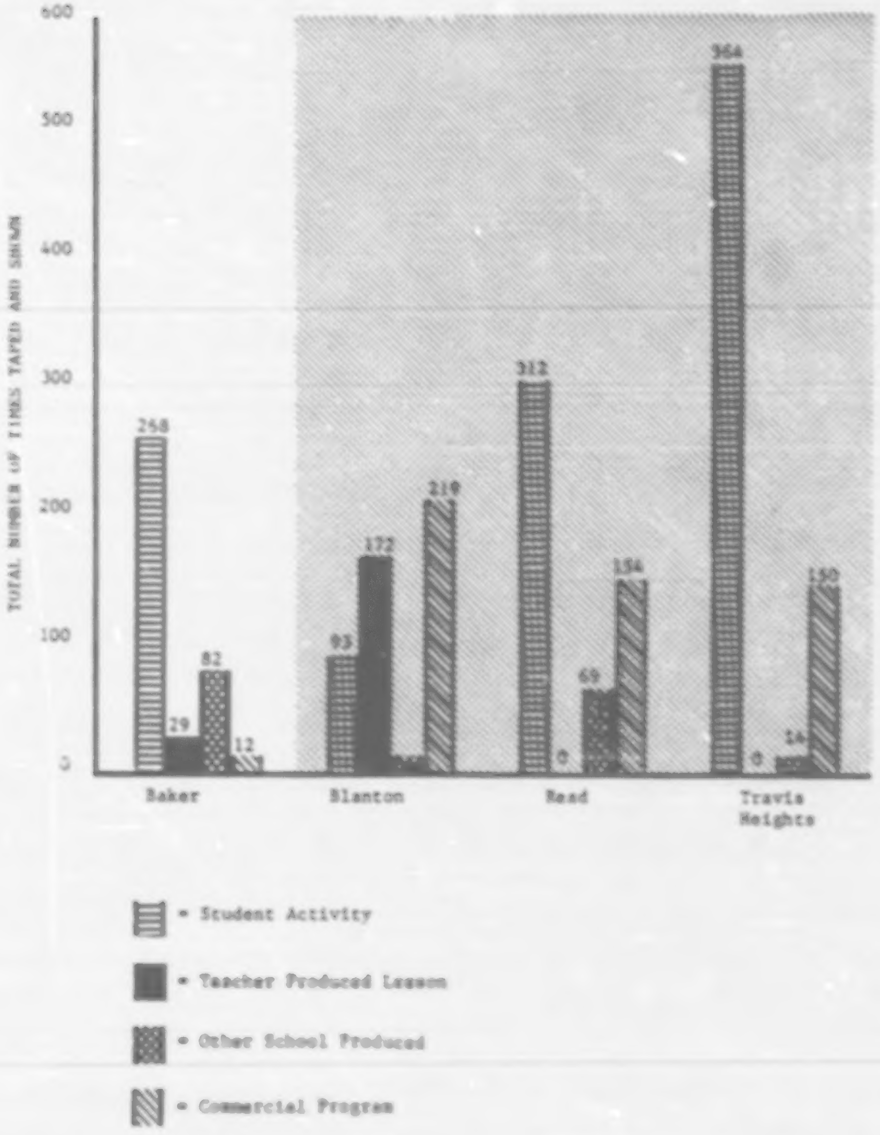
Aide Questionnaire

According to her responses on a February questionnaire, the SCE aide at Baker was not involved in the delivery of instruction to students. Sixty-five percent of her workday was spent in clerical activities, and ten percent was spent in preparation of materials. Twenty-five percent of her time was dedicated to "other" activities.

School Videotape Records

According to records kept by Baker personnel, the most predominant use of videotape at Baker was in the area of student activities. Productions included end-of-unit social studies activities, book reports, and creative dramatics (plays and skits). More than twice as many teacher lessons on videotape were produced than were videotapes of commercial programs. Figure IV-14 shows videotape usage at Baker in relation to the other SCE schools with videotape programs.

Figure IV-14: VIDEOTAPE USAGE AT BAKER IN RELATION TO OTHER SCHOOLS WITH SCE VIDEOTAPE PROGRAMS.



Student Videotape Questionnaire

Results of a questionnaire administered to a sample of Baker students in April of 1977 showed that SCE students at Baker watched "other students in school on television" and watched "an educational program during school" about once a month. Other videotape activities took place for SCE students for the most part "a couple of times all year" or "not ever."

Most non-SCE students at Baker watched other students in school on television "a couple of times all year." Less than ten percent ever watched a teacher teach a lesson on school television.

Non-SCE students were on television as part of a lesson or school activity significantly more often than SCE students at Baker.

SCE students watched a teacher teach a lesson on school television significantly more often than did non-SCE students.

School Inventory of SCE Materials

A February, 1977, review of the SCE materials inventory showed that Baker had received: numerous reading games, encyclopedias, several reading skill kits, various audiovisual media, children's literature, five series of reading texts, math workbooks and other books, math kits, and a great variety of math games and manipulables.

19. Were SCE activities conducted as specified at Blanton?

ANSWER: There was a high level of implementation of planned SCE activities at Blanton. However, delivery of extra instruction to SCE students weekly through televised lessons occurred less frequently than planned and did not reach all SCE students. A few non-SCE students were served by the SCE reading teacher.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Blanton's SCE program design as submitted in the CASFA to the Texas Eduation Agency.

> Identified students will receive one extra period each week of teacher-directed instruction using televised lessons produced during the summer and fall of 1976. These lessons will deal with specific skills needed by identified students.
>
> In addition, identified students will receive instruction from a reading teacher who will work with small groups on an individual basis.
>
> The reading teacher and aide will organize the scheduling of videotape lessons for SCE students and will develop a planning process for production of new videotapes which will address student needs as the year progresses. The reception of this media will be carefully evaluated and this information will be used to design new tapes which will motivate the students.
>
> Each team of teachers will use supplementary materials to be used with identified students and will keep a record of student progress using the Ladder of Skills.
>
> A continuous program of staff development will be provided that emphasizes the use of videotape, the development of reading skills, and the improvement of teaching techniques in instructing educationally disadvantaged children.

Teacher Questionnaire

Eighty-three percent (83%) of Blanton teachers had received expected SCE materials, according to their questionnaire responses in mid-February.

Seventy-eight percent (78%) of Blanton teachers had received SCE staff development.

Eigty-seven percent (87%) of Blanton teachers use the Ladder of Skills, but 48% of them found it to be "not very" or "not at all" useful.

Workshop Evaluation Scale

A joint SCE workshop with Baker on March 4, 1977, was conducted at Baker by Dr. Mary Bigler of the University of Michigan. A variety of language arts activities was presented, and a handbook of the activities was presented to workshop participants. According to results of the Workshop Evaluation Scale, a normed evaluation instrument administered at the end of the workshop, 43 teachers from the two schools were in attendance, and they gave extremely high ratings to the workshop.

Teacher Interview

The SCE reading teacher and the three Blanton teachers who were interviewed had all videotaped lessons for their classrooms. The three teachers had taped one, two, and nine lessons, while the SCE reading teacher had taped eight lessons.

Responses to an inquiry as to how often they had used one of the videotaped lessons produced by Blanton faculty in their classrooms indicated varying usage. One teacher used videotaped lessons once or twice a month. Another used them twice a month. A third has used only three videotape lessons all year. The SCE reading teacher estimated that she used videotape lessons on the average of once every three weeks.

Two of the teachers had kept Ladder of Skills records on their students, while the other teacher and the SCE reading teacher intended to fill them out at the end of the year.

The SCE reading teacher stated that she was serving one group of SCE students one day and another group the following, so that each SCE student was being served every other day.

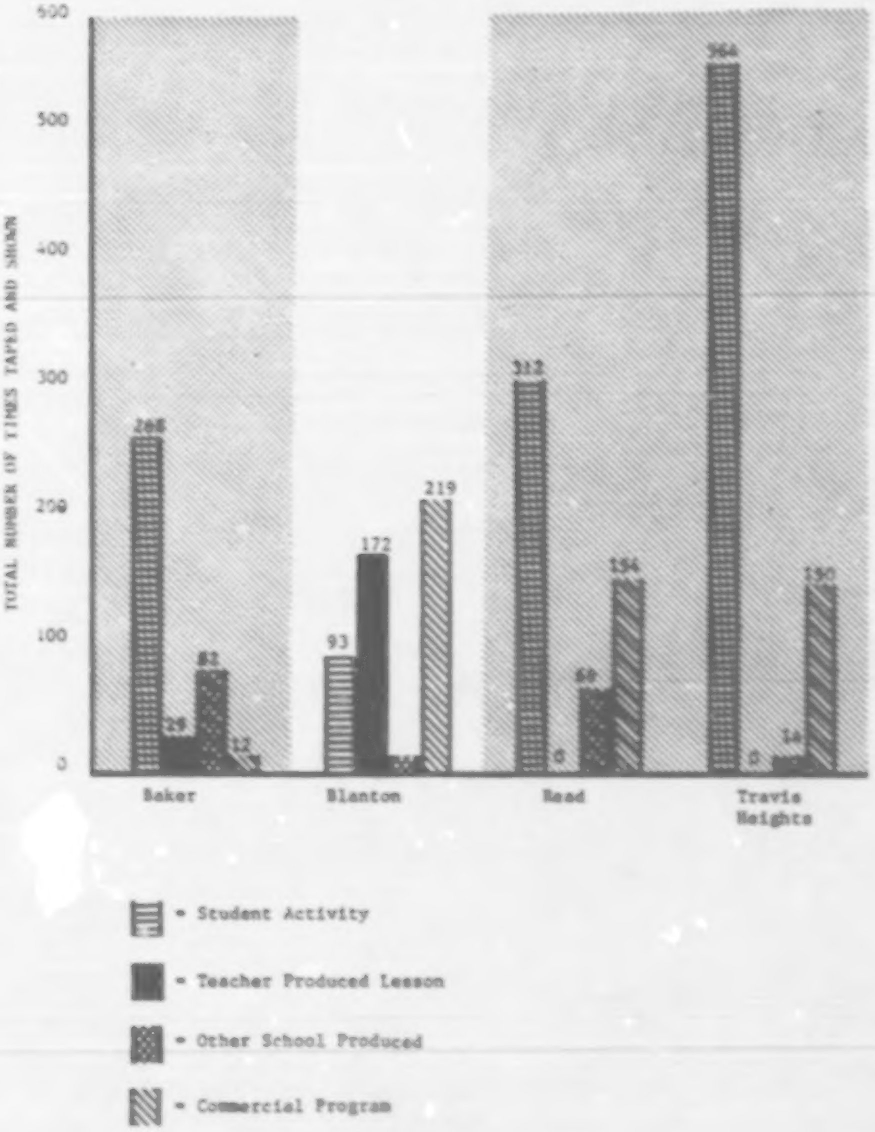
Aide Questionnaire

Blanton's SCE aide spent her day working with classroom teachers, preparing materials, and performing clerical activities, according to her questionnaire responses.

School Videotape Records

The main categories of videotape usage at Blanton, according to school records, were teacher-produced lessons and commercial programs. Included under commercial programs were live (not taped) showings of educational telecasts. More than two dozen reading and math lessons were produced, many of them at a 1976 summer workshop. Figure IV-15 shows the videotape usage at Blanton in relation to other SCE schools as categorized into: student activities, teacher-produced lesson, commercial program, and other school-produced activities.

Figure IV-15: VIDEOTAPE USAGE AT BLANTON IN RELATION TO OTHER SCHOOLS WITH SCE VIDEOTAPE PROGRAMS.



Student Videotape Questionnaire

According to response of a sample of students on a spring questionnaire related to videotape activities, nearly half of the SCE students at Blanton watched an educational program "every day or nearly every day." Slightly less than half of Blanton's SCE students watched a teacher teach a lesson on school television at least once a month. Less than one-third went on television themselves as part of a lesson or school activity.

Nearly one-half of non-SCE students at Blanton had been on television as part of a lesson or school activity "a couple of times all year." Less than one-third of Blanton non-SCE students had watched a teacher teach a lesson on school television more frequently than "a couple of times all year."

No significant differences between SCE and non-SCE students occurred at Blanton for any of the six activities. "Watching a teacher in school teach a lesson on school television "was closest to significance, with SCE students participating in this activitiy more frequently than non-SCE students.

List of Students Served by SCE Reading Teacher

Comparison of a list of students who had been served by the SCE reading teacher (the list was provided by the teacher) with the list of identified SCE students at Blanton showed that a few non-SCE students had been served by her.

School Inventory of SCE Materials

A review of the SCE materials inventory done at Blanton in January of 1977, showed that the following materials had been received: a collection of children's literature, numerous developmental reading workbooks, reading texts, audiovisual equipment, duplicating masters, reading kits, math textbooks and workbooks, math kits, and math slides.

20. Were SCE activities conducted as specified at Joslin?

ANSWER: Planned SCE activities at Joslin were conducted as specified except for activities of the SCE aide, who did not perform instructional tasks in the reading lab as called for in Joslin's SCE program design.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Joslin's SCE program design as submitted in the CASFA to Texas Education Agency.

> Identified students reading below 3.2 will attend a reading lab staffed by an AISD reading teacher and an SCE aide for 30 minute segments daily or every other day depending on the need of the student. Identified students reading from 3.2 to 4.9 will receive a supplemental reading experience to be delivered by the classroom teacher who has received special summer training in the use of materials and a recommended diagnostic procedure. Supplementary math materials combined with a math guide developed in the summer of 1976 will be used by classroom teachers to address identified students' needs in mathematics.
>
> Continued staff training will be held on campus during the fall to improve instructional techniques with the target population.

Teacher Questionnaire

Fifty-one percent (51%) of Joslin teachers had received "all" or "most" of expected SCE materials, according to their questionnaire responses in mid-February of 1977. Forty-two percent (42%) had received "some" of the materials.

Only 10% of Joslin teachers indicated that they had not participated in any SCE staff development activities.

Workshop Evaluation Scale

A half-day SCE workshop in November at Joslin focused on math instruction. The consultant to the workshop led teachers through a number of math activities utilizing teacher-made manipulatives. According to results of the Workshop Evaluation Scale administered at the end of the workshop, 38 teachers were in attendance and they rated the workshop above average on all criteria.

Teacher Interview

The reading lab teacher at Joslin responded when interviewed that she was serving SCE students on a daily basis.

Aide Questionnaire

According to her responses to an aide questionnaire administered in February of 1977, the SCE aide at Joslin spent 75% of her day in preparation of materials, and the rest of the day in non-instructional activities.

School Inventory of SCE Materials

A February, 1977, review of the SCE materials inventory showed that Joslin had received: audiovisual equipment, Fountain Valley test materials, math duplicating masters, math games and manipulatives, math textbooks, math and reading kits, reading workbooks, a children's literature series, and an abundance of general supplies and equipment.

21. Were SCE activities conducted as specified at Martin?

ANSWER: Several of the planned SCE activities at Martin did not take place. Also, although SCE community representatives implemented attendance-related activities to a high degree, it was evident that they did not confine their services to SCE students. The SCE reading teacher also served non-SCE students.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Martin's SCE program design as submitted in the CASFA to Texas Education Agency:

> Identified students will participate in a supplementary communication skills and mathematics program to be carried out by a reading teacher and aide using carefully selected materials and equipment which will remediate the learning of basic skills.
>
> Identified students will receive a mathematics program using remedial math materials in the classroom. Teachers will maintain progress records using the Fountain Valley mathematics profile.
>
> Identified students have severe attendance problems. Two community representatives will maintain close contact with families and will encourage students to attend school regularly. They will train parent volunteers in techniques of tutoring reading and mathematics.

Teacher Questionnaire

Fifty percent (50%) of the teachers at Martin indicated on a teacher questionnaire in February of 1977 that they had received "most" of expected SCE materials. Fifty percent (50%) more indicated that they had received "some" of the materials.

Forty percent (40%) of the Martin teachers responded that they did not use Fountain Valley at all; 40% more indicated they found Fountain Valley to be "not very" or "not at all" useful.

One teacher stated on her questionnaire form that the SCE community representatives at Martin were serving the "whole school" rather than only identified SCE students.

Teacher Interview

One classroom teacher and the SCE reading teacher at Martin were asked if they kept progress records on their SCE students for reading and math. The classroom teacher answered that she did keep progress records but they were the same as for non-SCE students. The SCE reading teacher kept only reading records.

When asked how often she was serving SCE students, the SCE reading teacher responded that she taught four days a week for forty-five minute periods. The fifth day was used for curriculum development.

Aide Questionnaire

Martin's SCE aide worked primarily in preparation of materials (50% of the day) and in performance of clerical activities, according to her questionnaire responses.

Community Representative Interview

The SCE community representatives stated in a mid-year interview that no parent volunteers had as yet been recruited or trained to work in classrooms. Concerning other parental involvement activities, they described their peripheral involvement with a parent "get-together" that was organized by University of Texas social work interns and aimed at encouraging parental involvement. Parent attendance at the function was very poor. Cited by the community representatives as problems in this area were parents who lacked transportation to any sort of function and general lack of interest in school affairs. No further developments in the area of parental involvement had occurred at the end of the year when community representatives were interviewed again.

According to the community representatives, the greatest portion of their time had been concentrated in the area of student absenteeism. Sixth grade attendance was monitored daily and students with a developing pattern of absences were noted. Parents of students who had an excessive number of absences (approaching or exceeding 15) were informed by mail. In addition, numerous parents were contacted by telephone and/or visited at home. Chronic absentees were referred to the District attendance investigator for possible legal proceedings.

According to the community representatives, by the end of the year they had served nearly every one of more than 300 sixth graders at some time during the year. Files for 57 sixth grade students with problem attendance had been created, and numerous referrals to the investigative officer had been made.

A check of records was conducted in order to confirm the amount of service delivered to SCE students. Provision of services to seventh and eighth graders was evident from student files. The community representatives confirmed that they served seventh graders and had served eighth graders until November, 1976 when they were directed to cease by the Martin principal.

List of Students Served by SCE Reading Teacher

Comparison of the list of students served by the SCE reading teacher (provided by her) with the list of identified SCE students at Martin showed that students were served by her regardless of SCE status.

School Inventory of SCE Materials

A review of the SCE materials inventory done in February showed that Martin had received: social studies skill kits, science books and kits, reading workbooks, various audiovisual media, classroom reading material, reading kits, spelling textbooks, math books, and math games.

22. Were SCE activities conducted as specified at Read?

ANSWER: With the exception of the loss of the SCE aide due to funding problems, the planned SCE activities at Read took place at least to some extent (although supplementary instruction in the classroom with SCE materials was minimal, and nearly 1/3 of Read teachers had not received SCE staff development).

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Read's SCE program design as submitted in the CASFA to the Texas Education Agency:

> Identified students will attend a reading lab to be run by an AISD reading teacher assisted by an SCE instructional aide. The reading teacher will schedule students and maintain close communication with classroom teachers regarding student progress. Videotape equipment will be used by the reading teacher as a teaching and instructional feedback tool. Inservice will be provided in the use of VTR during the school year. The classroom teacher will use supplementary instructional materials to reinforce instruction of SCE identified students in the classroom. Other staff development activities will be held during the year on improving reading instruction for the disadvantaged and on teaching techniques for working with the target population.

Principal Interview

Because local District funds were cut for Read in the fall of 1976, the plan for using an AISD reading teacher in the reading lab had to be changed, it was stated by the Read principal during an interview. It became necessary to direct SCE funds intended for an aide and math materials to cover the salary of a reading teacher for the lab. The change was made in a mid-year amendment to the CASFA. Therefore, no SCE aide was ever hired for Read, and fewer math materials than originally planned were purchased.

The principal also stated that non-SCE students as well as SCE students had "benefited" from SCE materials.

Teacher Questionnaire

Forty-two percent (42%) of Read teachers did not expect any SCE materials, according to their questionnaire responses, and 8% more stated that they had not received any SCE materials.

Fifty-eight percent (58%) of Read teachers had participated in SCE staff development by the time of questionnaire administration (mid-February). Twenty-nine percent (29%) had not received any staff development.

Teacher Interview

All but one of the Read teachers interviewed indicated that communication between themselves and the SCE reading teacher had been both written and oral; one teacher indicated she had had no contact with the SCE reading teacher with the exception of written reports for parental conferences. It was also stated by one of the teachers that the SCE reading teacher encouraged teachers to visit the SCE reading lab. The SCE reading teacher stated that she communicated with teachers by team, individually, and at faculty meetings. She also provided teachers with written reports four times a year.

All five of the teachers interviewed at Read indicated they had used the SCE videotape equipment by tuning in the daily news broadcast made by teachers and students. Two teachers had taped and shown educational television programs, and one teacher had taped students in a social studies activity. The SCE reading teacher had taped student book reports and had regularly taped and shown a particular educational television program.

School Videotape Records

Videotape usage at Read, according to records kept by the librarian, was concentrated largely in the areas of student activities and commercial programs, with approximately twice as many productions in the former category. The large number of student activities was a function of a daily newscast which was produced by the students and broadcast school-wide each morning. Viewing of live educational programs, especially by special education students, contributed to the prominence of commercial program usage. Other school-produced activities included a variety of guest speakers and performers and inservice uses.

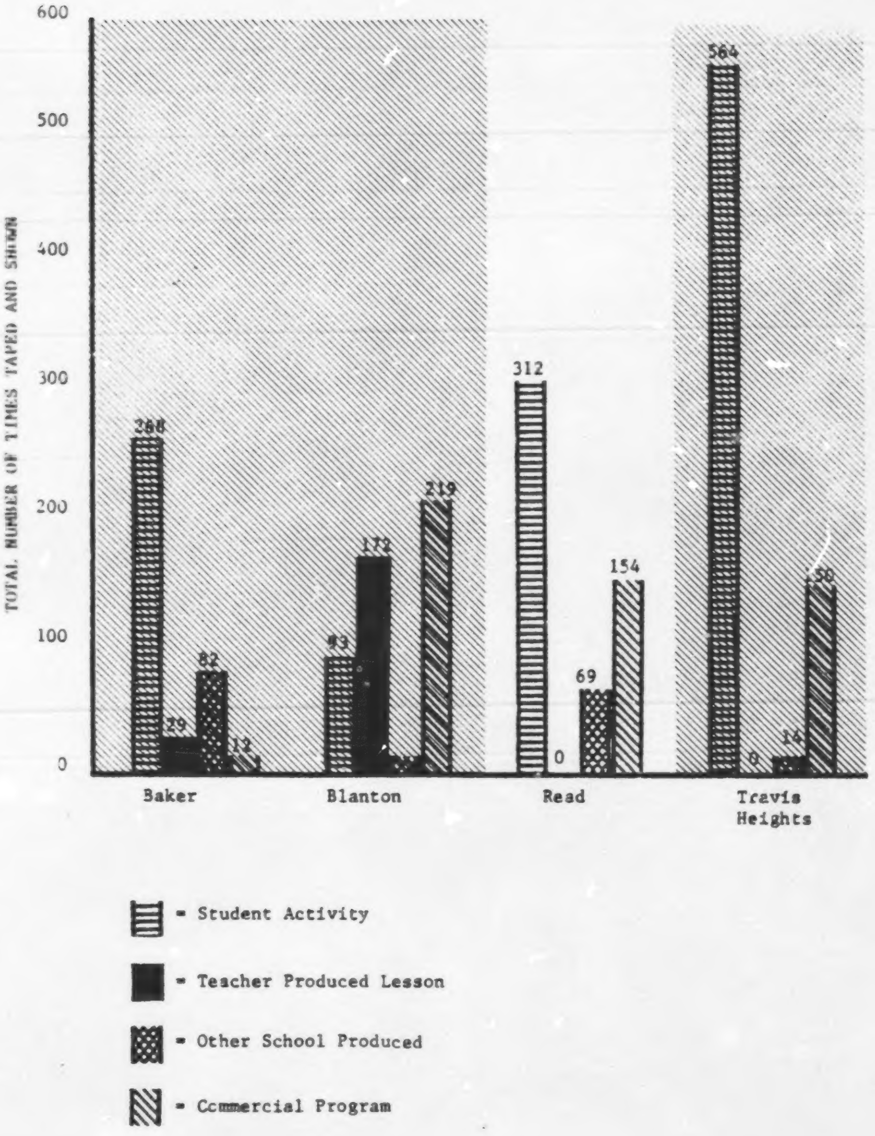
Figure IV-16 shows the videotape usage at Read in relation to other SCE schools with SCE videotape programs.

Student Videotape Questionnaire

According to response from a sample of Read students on a questionnaire related to videotape activities, nearly one-half the SCE students at Read watched other students in school on television "every day or nearly every day." Slightly less than one-quarter watched an educational television program no more frequently than "a couple of times all year." One-fifth of Read's SCE students had watched a teacher teach a lesson on school television. Slightly more than one-third had been on television themselves as part of a lesson or school activity.

Nearly one-half of Read's non-SCE students watched other students in school on television "every day or nearly every day." Slightly more than one-half watched an educational television program "a couple of times all year." Only 15% of the non-SCE students at Read had watched a teacher teach a lesson on school television, but almost one-half had been on television themselves as part of a lesson or school activity.

Figure IV-16: VIDEOTAPE USAGE AT READ IN RELATION TO OTHER SCHOOLS WITH SCE VIDEOTPAE PROGRAMS.



School Inventory of SCE Materials

A review of the SCE materials inventory done at Read in March showed that the following materials had been received: math and reading kits, math workbooks, numerous reading workbooks, dictionaries, and a great variety of audiovisual media and equipment.

23. Were SCE activities conducted as specified at Travis Heights?

ANSWER: SCE activities at Travis Heights were conducted as planned; however, non-SCE as well as SCE students were served by the SCE aide and participated in the videotape activities that were part of the SCE program.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Travis Heights' SCE program design as submitted in the CASFA to the Texas Eduation Agency:

> Identified students will receive a supplementary instructional program in basic skills in the classroom with one SCE aide assisting teachers in the instruction of these students. Extensive use of supplementary materials and closed circuit televsion will be made with the active participation of identified students in developing their own scripts for television shows, producing dramas, poetry readings, and newscasts. Teachers will continue to receive training in the effective utilization of closed-circuit television through training by Region XIII and TEA.
>
> Teachers will diagnose and develop an educational plan for identified students. Teachers will continue to receive staff development which enhances their ability to instruct the target population.

Principal Interview

The Travis Heights principal stated during a spring interview that all students in his school were participating in the SCE videotape activities. The goal of the school was to have every child in the school be on videotape at least once.

A half-day workshop was held at Travis Heights in March for demonstrating SCE materials, according to the principal, but no SCE funds were used. School visitations by Travis Heights teachers to other sixth grade schools for the purpose of observing other instructional approaches were planned for April as further SCE staff development activity.

Teacher Questionnaire

Eighty-three percent (83%) of the teachers at Travis Heights had received expected SCE materials, according to their questionnaire responses in February, 1977.

Eighty-nine percent (89%) of Travis Heights teachers had participated in SCE staff development by the time of questionnaire administration.

Workshop Evaluation Scale

An SCE workshop was held at Travis Heights on a Saturday in September, 1976. Eight Travis Heights teachers served as consultants to the workshop, with three groups of teachers presenting and discussing new reading mateials intended for SCE students. The librarian discussed the videotape program for Travis Heights and demonstrated the equipment.

According to the Workshop Evaluation Scale, a normed evaluation instrument that was administered at the end of the workshop, 25 teachers were in attendance. They gave above average ratings on some criteria and slightly below average ratings on other criteria in completing the evaluation form.

Teacher Interview

A sample of Travis Heights teachers were interviewed and asked to describe in what ways they had used their videotape facilities. Their reponses showed that they used their videotape facilities to:

1. View the daily morning newscast produced by students (six teachers).
2. Produce a morning newscast (three teachers).
3. View educational and commercial television programs (five teachers).
4. Tape students in various activities.
5. Produce a lesson (one teacher).
6. Conduct a teacher workshop in social studies (one teacher).

The teachers were also asked if they had developed an educational plan for each SCE student. Teacher responses were mixed, with one teacher giving an unconditional no and another indicating that educational plans were developed in terms of groups rather than individual students. A third teacher stated that plans were developed for all students and that SCE students were not considered as a group apart. All six teachers indicated that they kept progress records on their SCE students. Two teachers, however, went on to state that the records they kept were not different from those kept on non-SCE students.

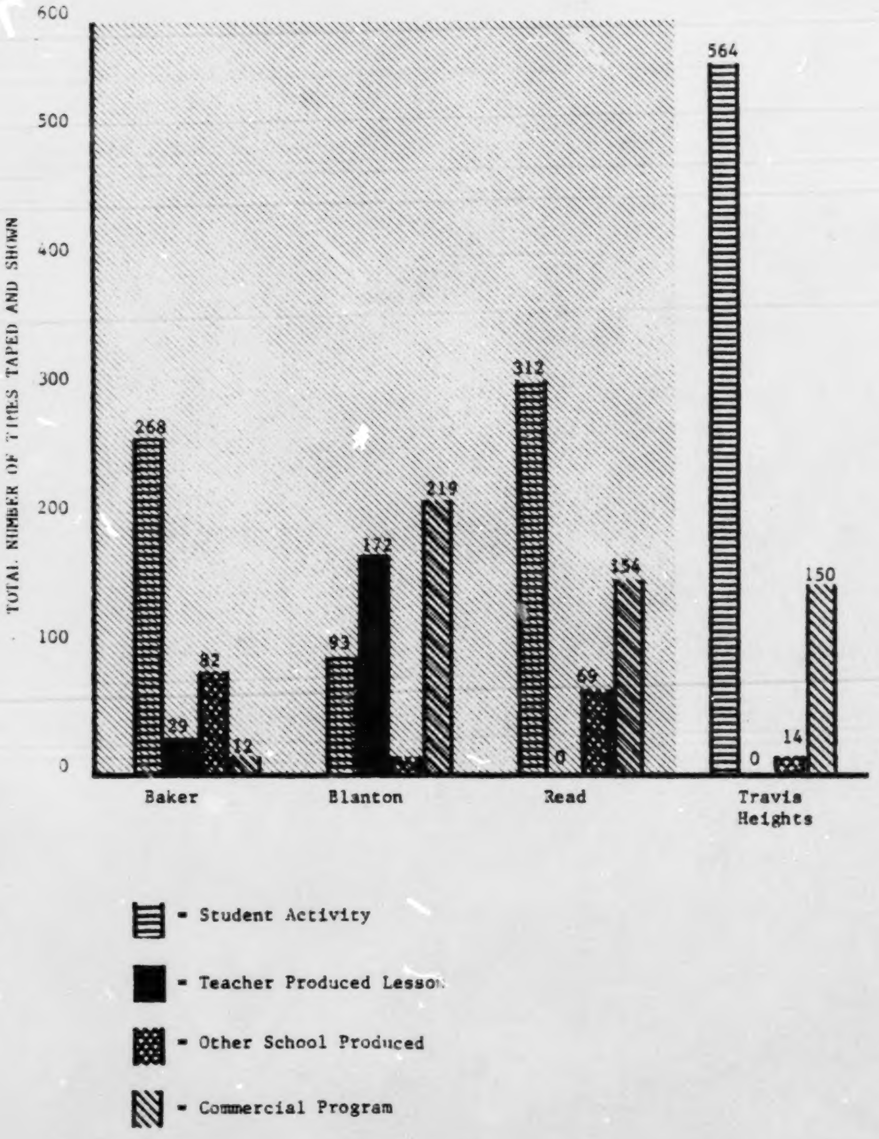
Aide Questionnaire

Travis Heights SCE aide questionnaire responses indicated she spent 10% of her work day in direct instruction of students in reading and 40% of her time in direction instruction of students in subject areas other than reading or math. Ten percent of her time was dedicated to working with classroom teachers, and the remaining 40% of her day was spent in preparing materials and in other activities.

School Videotape Records

Study of videotape usage records kept by the school librarian showed that the pattern of videotape usage at Travis Heights was one of heavy emphasis in the area of student activities. Videotape productions in this area outweighed those in the next most-used category, commercial programs, by a ratio of three to one. This preponderance was attributable to a daily newscast which was broadcast school-wide three times each morning. No teacher produced lessons were videotaped. Figure IV-17 shows the pattern of videotape usage at Travis Heights in relation to other SCE schools with SCE videotape programs.

Figure IV-17: VIDEOTAPE USAGE AT TRAVIS HEIGHTS IN RELATION TO OTHER SCHOOLS WITH SCE VIDEOTAPE PROGRAMS.



Student Videotape Questionnaire

According to responses from a sample of Travis Heights students who received an April questionnaire related to videotape activities, more than four-fifths of the SCE students had watched other students in school on television "every day or nearly every day." One-half of the SCE students had watched an educational program at least "once a month," and slightly more than one-fifth had watched a teacher teach a lesson on school television. Almost three-fourths of the SCE students at Travis Heights had appeared on school television at least as often as "a couple of times all year."

Almost 90% of the non-SCE students at Travis Heights had also watched other students on school television "every day or almost every day." Over half had watched an educational television program "about once a month," and a little less than one-fifth had watched a teacher teach a lesson on school television. Almost 90% of the non-SCE students at Travis Heights appeared on school television at least as often as "a couple of times all year."

School Inventory of SCE Materials

A January review of the SCE materials inventory showed that Travis Heights had received: a large amount of audiovisual equipment, a number of reading kits, encyclopedias, math kits, and reading textbooks.

24. Were SCE activities conducted as specified at Webb?

ANSWER: SCE activities were conducted as planned at Webb.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is a summary of Webb's SCE program design as submitted in the CASFA to the Texas Education Agency.

> A centralized reading lab staffed by two classroom teachers will provide an hour's intensive instruction daily for identified students whose reading achievement is below 3.0. All homeroom teachers will provide small group instruction for reading with four teachers grouped as a team which is responsible for approximately 120 students. Resource teachers work within classes and in small resource areas according to the needs of the identified students.
>
> Teachers will use the Ladder of Skills and Fountain Valley reading and math profile cards to plan, implement, and record progress of identified students in reading and math.
>
> Due to the staff decision to acquire additional material, one aide will be employed to receive, mark, catalog, and disperse SCE materials during 1976-77 only. The aide will also be responsible for reproducing the teacher handbook produced by Webb staff, which will record successful teaching strategies and specific recommended uses of SCE materials.
>
> A five-day pre-school workshop will be held beginning August 11, 1976, in which classroom teachers, reading teachers, resource teachers, and teachers new to the building will survey incoming records of students in order to plan pretesting, organize reading and math instructional groups and to select appropriate SCE materials for these groups within the teaching teams and among classroom, resource, and reading teachers.
>
> In math, identfied students will be divided for small group instruction according to ability for 50 minutes daily. Two teachers per team of four will specialize in instruction of SCE students, making use of concrete manipulative devices.

Teacher Questionnaire

Seventy-five percent (75%) of Webb teachers had received "all" or "most" of their SCE materials by mid-February, 1977, according to their questionnaire responses at that time. Eleven percent more had received "some" of the materials.

Eighty-six percent (86%) of Webb teachers had participated in SCE staff development activities by February of 1977.

Eighty-nine percent (89%) of Webb teachers indicated that they used Ladder of Skills, but 50% of them found it to be "not very" or "not at all" useful. Seventy-one percent (71%) used Fountain Valley, but 43% found it to be "not very" or "not at all" useful.

Teacher Interview

A random sample of six classroom teachers and one of the two reading lab teachers at Webb were asked if they had kept Ladder of Skills and Fountain Valley records on their SCE students. All teachers responded that they did.

A question directed only at the reading lab teacher asked how often SCE students were served. The answer was one hour daily.

Workshop Evaluation Scale

A preschool workshop was held at Webb from August 12 through August 17, 1976. The Webb faculty, with the Director of Elementary Education and two consultants, worked together to select new materials, identify SCE students, and organize for the coming term. A consultant from Nystrom Corporation demonstrated a composite map studies program, and the Webb counselor spoke on a variety of topics.

Administration of the Workshop Evaluation Scale, a normed evaluation instrument that was administered at the end of the workshop showed that 29 teachers were in attendance, and that they rated the workshop generally below average.

Aide Questionnaire

Almost all of the workday for the SCE aide at Webb was spent in clerical activities, according to her responses on an aide questionnaire administered in February, 1977.

School Inventory of SCE Materials

A review in January, 1977, of the SCE materials inventory showed that Webb had received the following materials: audiovisual equipment, duplicating masters, reading workbooks, reading kits, reading textbooks, math textbooks, math workbooks, math manipulatives, math games, math kits, encyclopedias, and science equipment.

25. Were SCE activities conducted as specified at Brown?

ANSWER: The planned SCE activities took place at Brown with the following exceptions:

1. Five rather than five and one-half aides were employed.
2. At the outset of the program, aide services were extended to non-SCE as well as SCE students.
3. An individual program was not developed for each child.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Brown's SCE program design as submitted in the CASFA to the Texas Education Agency:

> Identified students will be taught on their instructional level in multiage homogeneous non-graded groups by classroom teachers and SCE instructional aides with some teacher training. Needs of each identified student will be assessed and an individual program for each child will be developed using supplementary materials and equipment which stress a multisensory approach. Five and one-half aides will work with small groups of identified students in the areas of reading and math. Materials will be purchased to supplement this instructional process.

Principal Interview

The Brown principal stated during an interview that at the outset of the year the SCE aides worked with non-SCE students as well as SCE students. SCE aide services were soon redirected to identified students only, which resulted, the principal felt, in "truly concentrated" assistance to SCE students.

Teacher Questionnaire

According to their questionnaire reponses, seventy-four percent (74%) of the teachers at Brown had received all or most of the expected SCE materials. Sixteen percent (16%) had received some of the materials. Eleven percent (11%) did not expect any SCE materials.

Seventy-four percent (74%) of the Brown teachers were very or somewhat involved in the selection of SCE materials for their school or classrooms. Twenty-one percent (21%) were "not at all involved" in the materials selection proces.

Teacher Interview

Two of the four teachers interviewed at Brown responded to an interview question that an individual program had not been developed for each of their SCE students. The other two teachers stated that individual programs had been developed.

All four teachers interviewed had the services of an instructional aide. Responses by two teachers indicated an SCE instructional aide was serving in their classrooms for periods varying from one and one-half hours to two and one-half hours daily. Two other teachers interviewed received aide services but from a Title I aide, not an SCE aide.

Aide Questionnaire

Five SCE aides at Brown, according to their questionnaire responses, spent the majority (77%) of their time in the direct instruction of students in reading and math.

All but one of the SCE aides at Brown had a bachelor's degree or better. Three were certified teachers. Two of the aides had three or more years of experience working as an aide prior to the 1976-77 school year. On the average, Brown SCE aides had more than two years teaching experience.

Brown SCE aides worked at all grades levels except fifth grade.

School Inventory of SCE Materials

An April review of the SCE materials inventory at Brown showed that the following materials had been received: social studies kits, duplicating masters, audiovisual equipment, math textbooks, reading and spelling kits, and reading workbooks.

26. Were SCE activities conducted as specified at Pease?

ANSWER: Planned SCE activities were conducted as specified at Pease with the following exceptions:

1. The attendance of identified students in the second through fifth grades at the reading lab was less than five hours weekly.
2. No math materials were purchased with 1976-77 SCE funds by April of the 1976-77 school year.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

The following is Pease's SCE program design as submitted in the CASFA to the Texas Education Agency.

> Identified students will attend a reading lab five hours weekly with a lab program developed by a reading teacher and aide which will be coordinated with the basic instructional program. Reading skills will be assessed and records will be maintained on each identified child. The SCE instructional aide will monitor games and drill small groups of identified children in the lab. Learning labs will be set up in the classroom to provide supplementary math assistance to identified students. Math materials will be purchased which will provide remediation to identified students.

Principal Interview

In an interview, the Pease principal stated that remodeling at Pease had caused a month's delay in getting their math program started.

The principal also stated that since all funds for the 1976-77 school year were expended on an SCE reading teacher and aide, no materials were purchased this year.

Teacher Questionnaire

Eighty-three percent (83%) of the teachers at Pease reported that they were "very involved" in the selection of the SCE materials for their school or classroom. Ninety-two percent (92%) of the Pease teachers responded that though they had had problems with this materials selection process, they were very few.

Seventy-five percent (75%) of the Pease teachers responded that they had received all of the expected SCE materials. Most of the expected materials had been received by an additional eight percent (8%) of the teachers.

Ninety-two percent (92%) of the teachers at Pease believed that the SCE math materials had been "extremely effective" in helping them to increase the achievement of their students. The remaining eight percent (8%) reported that no materials were in use yet.

Teacher Interview

One classroom teacher and the SCE reading teacher at Pease were asked if a math learning lab had been set up in their classrooms. The answer was yes for both teachers. The classroom teacher stated that there were SCE math materials on hand in the classroom.

The Pease classroom teacher, when asked what services SCE students had received, named:

1. The reading lab and the SCE reading teacher
2. Smaller instructional groups in math
3. Instructional materials

In an interview, the SCE reading teacher at Pease reported maintaining several records of student progress in reading. These were made available for examination by the interviewer. Her response to a question requesting the frequency that SCE students were served in the lab elicited the schedule below:

1. First grade - two hours per day.
2. Second grade - forty to forty-five minutes per day.
3. Third grade - thirty minutes, two or three times weekly.
4. Fourth grade - forty minutes per day.
5. Fifth grade - forty-five minutes per day.

Aide Questionnaire

According to her questionnaire responses, the SCE aide at Pease spent seventy percent (70%) of the school day in the direct instruction of students in reading. Ten percent (10%) of the day was spent in "planning with the classroom teacher(s)." She performed her duties as an aide at the first through fifth grade levels.

School Inventory of SCE Materials

A review of the purchase orders for SCE materials conducted in late April showed that the only materials that were purchased in 1976-77 were reading kits.

27. Were SCE activities conducted as specified at Allison, Govalle, Metz, and Sanchez?

ANSWER: Staff development training was conducted as planned. A one-week summer workshop, several half-day and full-day workshops during the year, and several on-campus sessions after 2:30 p.m. were provided to the SCE teachers. Teachers' reactions to this training was favorable. They felt that training objectives were met and that the training did contribute to their skills in a bilingual program.

Although materials were ordered and received, the core curriculum as defined by the Title VII was not used to the degree planned. Teachers used a very wide variety of texts and supplementary materials along with much teacher-made materials.

SUPPORTIVE DATA:

The reader is referred to the Title VII Final Report, 1976-77. Because the meshing of the SCE Bilingual Program with the Title VII Bilingual Project makes it impossible to discuss implementation of either of the programs separately, Title VII Evaluation included SCE classrooms in all aspects of its evaluation design. SCE Evaluation chose not to duplicate the efforts of Title VII Evaluation. Results for both of the programs are discussed as a total bilingual program in the Title VII Evaluation final and technical reports for 1976-77.

28. Did student achievement in reading and math increase in SCE schools?

ANSWER: There was no change in the percentile ranking of SCE sixth graders (as a total group) in reading and math from pretest to posttest. This means that although they did not gain enough to raise their standing in comparison with a nationwide sample of students, neither did they lose any more ground than they had lost in previous years. Non-SCE students in sixth grade also made no change in percentile ranking from pretest to posttest.

Gains of SCE Basic Skills Component students in grades 2-5 varied considerably by grade level and by subject, with losses shown in some areas and gains shown in others.

SCE students in the Bilingual Component generally showed a decline in percentile ranking (reading only) at all grade levels except third.

SUPPORTIVE DATA:

California Achievement Test

The median percentiles of SCE groups on the CAT Reading Total subscale went down from pretest date (April 1976) to posttest date (April 1977) at five of the eight sixth grade schools. These increases and decreases average out to a picture of no change in reading for the total group of SCE students across all sixth grade schools.

Percentile rankings of SCE groups on the CAT Math Total subscale also went down from pretest to posttest at five of the eight sixth grade schools. Median percentiles in math stayed the same at one of the schools and declined at two other schools. Overall, for all SCE students in sixth grade schools, the percentile ranking for CAT Math Total stayed the same from pretest to posttest.

Percentile rankings of second grade SCE students in the Basic Skills Component declined considerably in both reading and math. Third graders at both schools showed increases in math, as did third graders at Brown Elementary in reading. Pease third graders, however, showed a slight decline from pretest to posttest on the Reading Total subscale.

Fourth grade Basic Skills Component students declined in reading, according to their median percentile scores, while SCE students served in math made some gains. Fifth graders generally gained in both reading and math.

Figure IV-18 gives pretest percentile rankings for SCE Basic Skills Component Students on the CAT Reading Total and Math Total subscales. The change from pretest to posttest for each school is noted. Individual school figures are given because of the individuality of school programs.

Figure IV-18: PERCENTILE RANKINGS BY SCHOOL FOR SCE BASIC SKILLS COMPONENT STUDENTS.

School	Reading Total			Math Total		
	April 1976	April 1977	Change	April 1976	April 1977	Change
Allan	15	13	- 2	15	13	- 2
Baker	25	27	+ 2	31	26	- 5
Blanton	28	32	+ 4	26	26	0
Joslin	24	22	- 2	23	22	- 1
Martin	12	11	- 1	15	13	- 2
Read	25	20	- 5	23	31	+ 8
Travis Heights	20	22	+ 2	20	24	+ 4
Webb	27	24	- 3	25	22	- 3
Sixth Grade Total	22	22	0	22	22	0
Brown						
1st	-	66	-	-	59	-
2nd	62	48	-14	44	36	- 8
3rd	27	28	+ 1	23	26	+ 3
4th	30	29	- 1	18	18	0
5th	31	37	+ 6	33	36	+ 3
Pease						
1st	-	72	-	-	74	-
2nd	63	51	-12	55	36	-19
3rd	56	53	- 3	38	45	+ 7
4th	*	*	*	34	51	+17
5th	*	*	*	*	*	*

*Numbers of students were too small to compute medians.

The percentile rankings of Bilingual Component second graders declined at all four schools on the CAT Reading Total subscale. Third graders showed a gain of three percentile points overall, but fourth graders declined by six percentile points. Fifth graders also declined from pre to posttest by two percentile points.

Figure IV-19 gives pretest and posttest percentile rankings for SCE Bilingual students for CAT Reading Total only. Changes from pretest to posttest are noted

Figure IV-19: PERCENTILE RANKINGS FOR SCE BILINGUAL STUDENTS.

Bilingual Component Grade Level	Reading Total		
	April 1976	April 1977	Change
1st	-	44	-
2nd	46	38	- 8
3rd	23	26	+ 3
4th	26	20	- 6
5th	20	18	- 2

Comparison of median scores of SCE sixth graders for April of 1976 and SCE sixth graders' scores of April, 1977 show that the 1976-77 sixth grade SCE students generally scored higher in math than did the SCE sixth graders of the previous year. Reading scores were lower at two schools and higher at one, with the rest of the schools showing 1976-77 SCE student scores as approximately the same as scores of the previous group. It must be noted, however, that comparisons of this kind are extremely hazardous, since student groups can vary considerably from year to year.

29. Did SCE kindergarteners at Brown and other Basic Skills Component students in grades 2-6 meet their performance objectives as stated in the CASFA?

ANSWER: SCE kindergarten students met and exceeded their objective. Third and fifth grade SCE students met their objective for reading. Fourth and fifth graders met their objective for math.

SUPPORTIVE DATA:

Consolidated Application for State and Federal Assistance (CASFA)

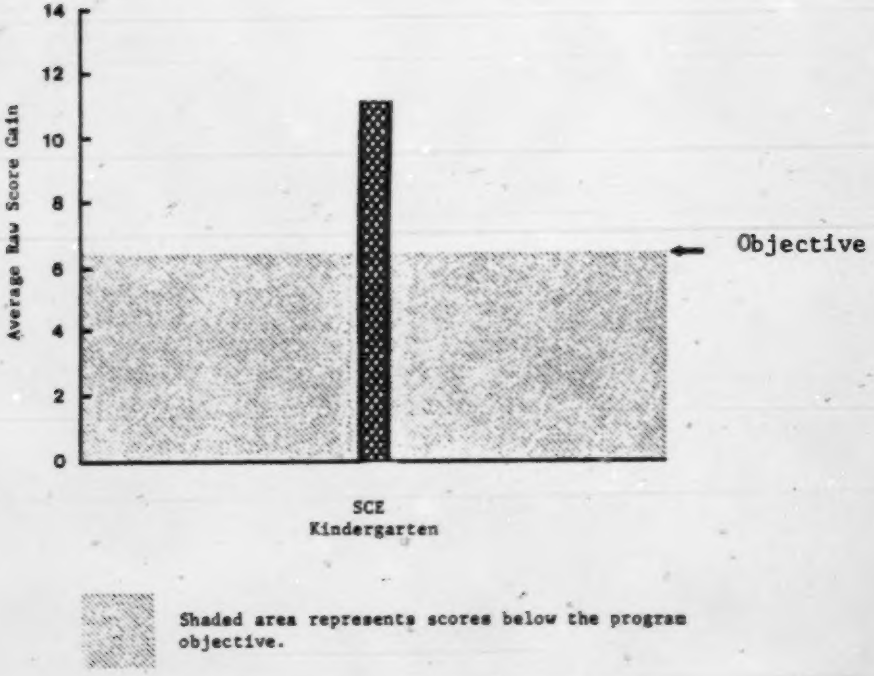
Objectives for the Basic Skills Component as stated in the CASFA were:

> Kindergarten students in the SCE Basic Skills Program will demonstrate an average raw score increase of 6.5 from pretest date (September, 1976) to posttest date (February, 1977) on the Boehm Test of Basic Concepts.
>
> Students in the elementary Basic Skills Program will average a mean growth of one month per month of instruction on the Reading Total Subscale of the California Achievement Test, as measured by a pretest administration in April of 1976 and a posttest administration in April of 1977.
>
> Students in the sixth grade school Basic Skills Program will average a mean growth of one month per month of instruction on the Reading Total Subscale of the California Achievement Test, as measured by a pretest administration in April of 1976 and a posttest administration in April of 1977.
>
> Students in the elementary Basic Skills Program will average a mean growth of one month per month of instruction on the Math Total Subscale of the California Achievement Test, as measured by a pretest administration in April of 1976 and a posttest administration in April of 1977.
>
> Students in the sixth grade school Basic Skills Program will average a mean growth of one month per month of instruction on the Math Total Subscale of the California Achievement Test, as measured by a pretest administration in April of 1976 and a posttest administration in April of 1977.

Boehm Test of Basic Concepts

The average gain of 9.16 raw score points shown by SCE kindergarteners means that they met and well exceeded the objective of 6.5 points gain. Figure IV-20 below portrays this gain in relation to the objective.

Figure IV-20: AVERAGE RAW SCORE GAIN SHOWN BY STUDENTS STUDENTS IN THE KINDERGARTEN BASIC SKILLS PROGRAM.



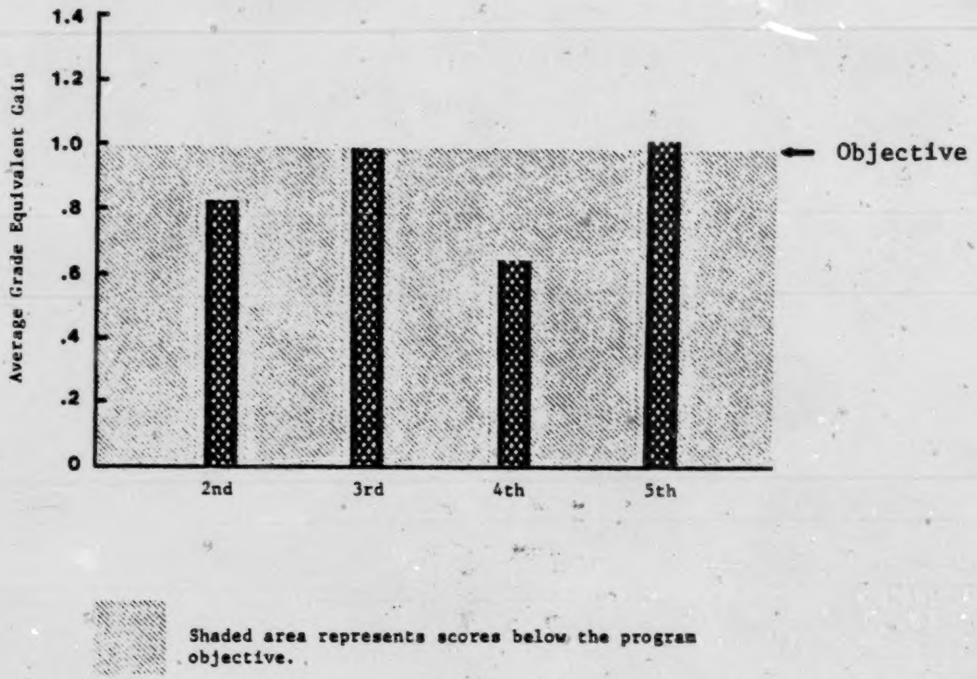
California Achievement Test

The average grade equivalent gains shown on the Reading Total Subscale by SCE students in the elementary Basic Skills Program were:

Grade	Average Gain - Reading	Percent of Students Who Met Objective
2	.82	33%
3	.99	40%
4	.62	31%
5	1.06	62%

Figure IV-21 shows these gains in relation to the objective of one month gain. It should be noted that second graders would also have met the reading objective if it had been for a .8 month gain as stated for Title I students.

Figure IV-21: READING TOTAL GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM.

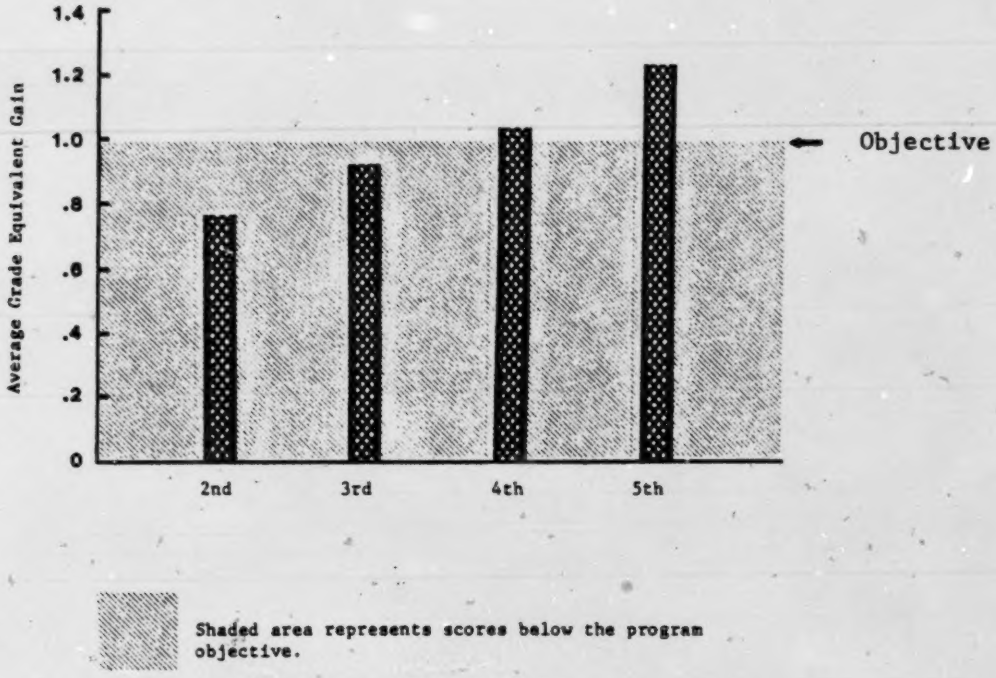


The average grade equivalent gains shown on the Math Total Subscale by SCE students in the elementary Basic Skills Program were:

Grade	Average Gain - Math	Percent of Students Who Met Objective
2	.77	44%
3	.92	52%
4	1.03	63%
5	1.24	46%

Figure IV-22 shows these gains in relation to the objective of one month per month gain.

Figure IV-22: MATH TOTAL GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM.

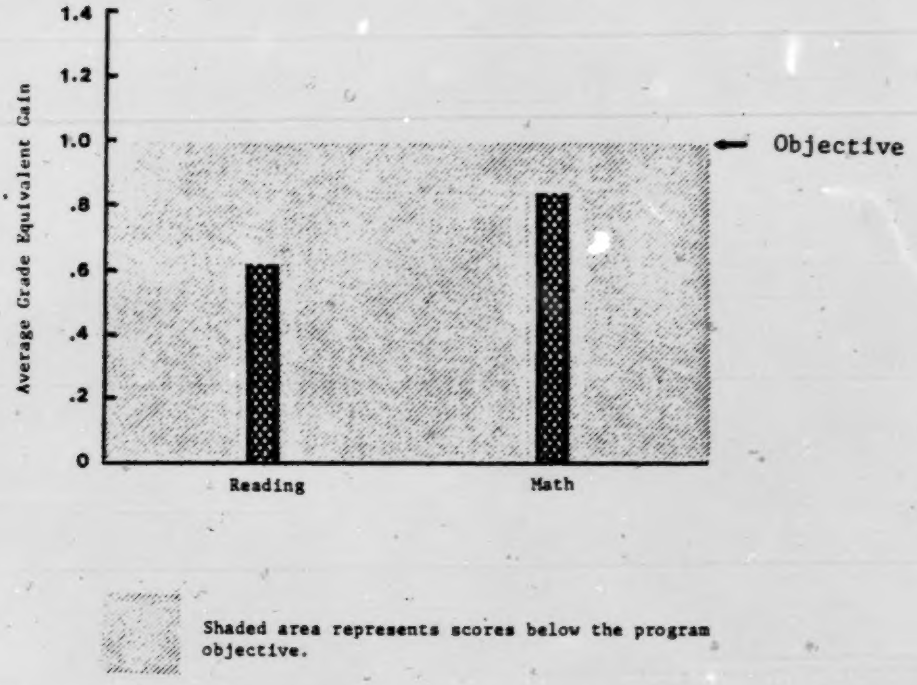


The average gains shown by students in the sixth grade school Basic Skills Program were as shown below.

	Average Gains		Percent of Students Who Met Objectives	
Grade	Reading	Math	Reading	Math
6	.62	.83	38%	46%

Figure IV-23 shows these gains in relation to the objective of one month per month gain.

Figure IV-23: READING AND MATH GRADE EQUIVALENT GAINS SHOWN BY STUDENTS IN THE SIXTH GRADE BASIC SKILLS PROGRAM.



30. Does there continue to be a need for compensatory funds for schools in the SCE Program?

ANSWER: There is obvious need for further assistance of some kind for kindergarten, third, fourth, fifth, and sixth grades. The needs at first and second grade are less consistent from school to school.

SUPPORTIVE DATA:

Boehm Test of Basic Concepts

SCE kindergarten students in the Basic Skills Component had pretest scores that were far below the national norm for students of middle and high socioeconomic backgrounds. Their posttest scores were much closer to the national norm but were still below it.

SCE kindergarten students in the Bilingual Component scored even lower than the Basic Skills Component students on both the pretest and the posttest.

Figure IV-24 shows the percentile rankings for kindergarten students in both components, as compared to students of low, middle, and high socioeconomic backgrounds.

California Achievement Test

Although first grade students in the Basic Skills Component scored above national norms (reading and math), first grade students in three of the four Bilingual Component schools scored substantially below the norms in most cases (reading only).

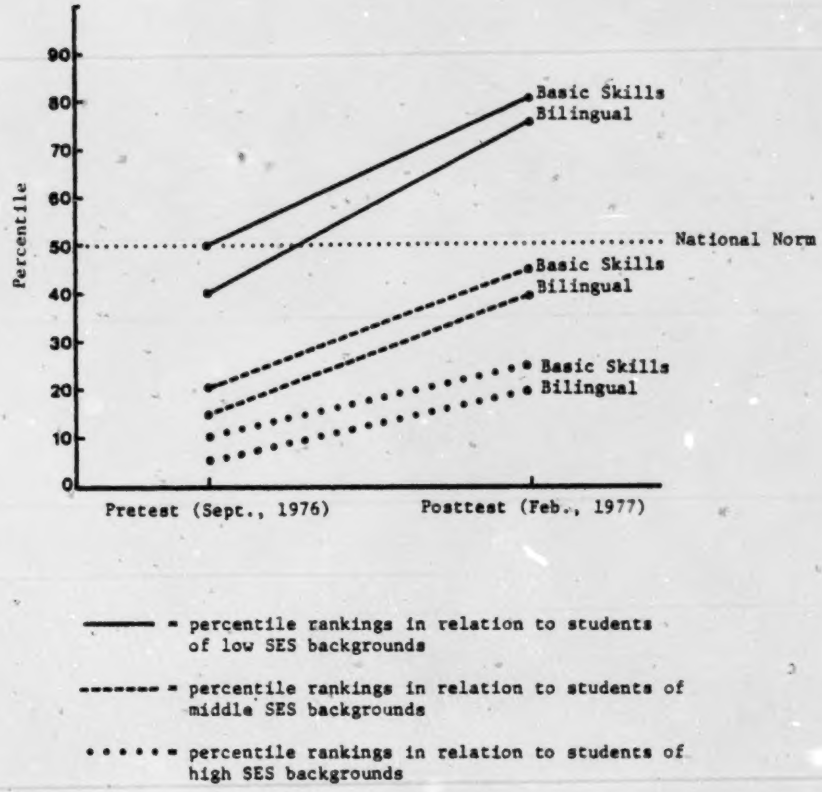
SCE second graders in the Basic Skills Component scored very close to the national norms in math and reading on both the pretest and the posttest (pretest scores were actually above the norm), but math scores were below the norms on all posttest scores.

Second graders in the Bilingual Component scored at or above the norms for reading on the pretest at three of the four Bilingual Component schools; however, posttest scores were below the norms at two of those schools.

Basic Skills Component third graders at Brown scored well below the national norms in both reading and math, while third graders at Pease scored just below the norms in math but above the norms for reading.

Bilingual Component students in third, fourth, and fifth grades scored considerably below national norms in reading on both the pretest and the posttest.

Figure IV-24: BOEHM TEST OF BASIC CONCEPT FOR SCORES FOR SCE KINDERGARTENERS IN BILINGUAL AND BASIC SKILLS COMPONENTS, CONVERTED TO PERCENTILE RANKINGS IN RELATION TO STUDENT OF LOW, MIDDLE, AND HIGH SES BACKGROUNDS.



Basic Skills Component students in fourth, fifth, and sixth grades scored far below national norms in all cases.

Figure IV-25 gives Pre- and Posttest scores on the California Achievement Test (CAT) for SCE Basic Skills Component students in reading and math. Figure IV-26 gives CAT reading scores for students in the Bilingual Component.

Figure IV-25: PRETEST AND POSTTEST PERCENTILE RANKINGS OF SCE BASIC SKILLS COMPONENT STUDENTS FOR CAT READING AND MATH SUBTESTS.

	Reading						Math					
	Vocabulary		Comprehension		Total		Computation		Concepts & Problems		Total	
School	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977	1976	1977
Allan	15	12	20	20	15	13	20	19	15	12	15	13
Baker	22	25	27	30	25	27	29	31	27	33	31	26
Blanton	27	32	30	30	28	32	26	26	23	28	26	26
Joslin	25	22	27	25	24	22	22	22	23	24	23	22
Martin	13	12	15	16	12	11	17	15	13	12	15	13
Read	27	22	24	25	25	20	24	31	23	28	23	31
Travis Heights	22	22	24	25	20	22	20	26	20	24	20	24
Webb	27	25	27	25	27	24	24	26	23	24	25	22
Total 6th Grade	22	22	24	25	22	22	22	26	23	24	22	22
Brown												
1st		73		50		66		68		43		59
2nd	68	49	38	44	62	48	49	40	29	39	44	36
3rd	26	27	25	29	27	28	36	20	21	29	23	26
4th	27	31	33	31	30	29	15	21	22	26	18	18
5th	38	33	35	50	31	37	36	43	23	30	33	36
Pease												
1st		77		60		72		77		77		74
2nd	66	56	60	41	63	51	64	30	51	47	55	36
3rd	56	56	51	52	56	53	36	43	51	53	38	45
4th	27*	18*	24*	19*	28*	15*	27	47	58	51	34	51
5th	19*	37*	33*	38*	24*	41*	19*	37*	33*	38*	24*	41*

*These median percentiles are based on extremely small numbers (under 10 in each case) and therefore should be used with caution.

Figure IV-26: PRETEST AND POSTTEST PERCENTILE RANKINGS OF BILINGUAL COMPONENT STUDENTS FOR CAT READING SUBTESTS.

School	Vocabulary		Comprehension		Total	
	April 1976	April 1977	April 1976	April 1977	April 1976	April 1977
Allison						
1st		28		38		28
2nd	23	21	38	19	23	12
3rd	13	14	22	18	12	21
4th	21	24	18	23	18	22
5th	24	17	35	20	20	18
Govalle						
1st		68*		75*		63*
2nd	50	23	68	28	57	19
3rd	21	19	19	16	19	16
4th	19	15	23	27	25	18
5th	12	25	27	12	20	18
Metz						
1st		35		50		35
2nd	63	39	50	54	62	52
3rd	39	36	35	37	40	35
4th	25	15	28	19	27	15
5th	21	17	27	20	22	18
Sanchez						
1st		28		50		42
2nd	55	21	50	38	51	36
3rd	373	30	38	29	35	28
4th	33	18	37	35	35	25
5th	15	13	23	27	13	15

*These medians are based on an extremely small number (under 10) and therefore should be used with caution.

31. Which SCE activities appear to have produced better results in terms of student achievement in reading and math?

ANSWER: Reading labs showed no success in raising the percentile rankings of SCE students served by them. "Floating" SCE reading teachers showed some success (fairly large in one case), as did classroom teachers working with SCE materials.

Because of the lack of control groups or longitudinal data with which to compare scores, it must be noted that there is no way of knowing how well these students would have done without any treatment at all. It is possible they would have done just as well.

SUPPORTIVE DATA:

California Achievement Test (CAT)

One of the sixth grade SCE schools set up SCE reading labs with SCE reading teachers, and two established SCE reading teachers that "floated" from classroom to classroom serving identified students. Two others set up reading labs stocked with SCE materials and staffed by AISD reading teachers. All other SCE students were served in the classrooms by the regular classroom teachers using SCE materials.

Some schools also established videotape programs with SCE funds, but those activities were largely available to non-SCE students as well, and it would be impossible to discern which students had received the treatment. Therefore, no achievement analyses in terms of videotape activities were attempted.

Figure IV-27 shows the median percentile scores for the SCE students served by a reading lab or SCE reading teacher and the scores of students not thus served. (Although Pease elementary had an SCE reading lab, it was not included in the analysis presented here since it would in no way be comparable to the sixth grade schools.)

It can be seen that SCE students served by the classroom teacher with SCE materials at Baker, Blanton, and Travis Heights made small gains on CAT Reading Total scores. Blanton SCE students served in the classroom by a "floating" SCE reading teacher made dramatic gains, and Martin SCE students served by a "floating" SCE reading teacher showed a small gain. All other groups showed either losses or no gains.

Figure IV-27: PRETEST AND POSTTEST PERCENTILE RANKINGS OF SIXTH GRADE SCE STUDENTS SERVED BY READING LABS, SCE READING TEACHERS, AND BY CLASSROOM TEACHERS.

	CAT Reading Total		
SCE students served by	April 1976	April 1977	Change
SCE reading teacher at Blanton	30	38	+8
AISD reading lab at Joslin	13	13	0
SCE reading teacher at Martin	2*	3*	+1*
SCE reading lab/reading teacher at Read	25	20	-5
AISD reading lab at Webb	12	11	-1
Classroom teachers at			
Allan	15	13	-2
Baker	25	27	+2
Blanton	28	29	+1
Joslin	28	27	-1
Martin	13	11	-2
Read	**	**	**
Travis Heights	20	22	+2
Webb	28	27	-1

*Only 13 identified SCE students were served by the SCE reading teacher and had valid scores.

**Only four SCE students were not served in the SCE reading lab at Read.

32. Which SCE activities appear to have produced better results in terms of attendance?

ANSWER: Activities of SCE community representatives at Martin appear to have produced substantial increases in sixth grade attendance at that school.

SUPPORTIVE DATA:

Pupil Accounting Records

Percent attendance figures for each SCE school were obtained from the Office of Pupil Accounting. No attempt was made to derive attendance figures for designated students because of the inordinate amount of time it would have required to consult attendance ledgers in Pupil Accounting and in the schools for attendance of the specific students. It was felt that such an expenditure of time and resources was not warranted for a measure not related to a stated SCE objective.

However, a general review of attendance in sixth grade schools shows that total school attendance in 1976-77 varied very little from previous years, with the exception of Martin sixth grade.

Martin sixth grade was the only SCE school to establish an attendance program with SCE funds. SCE community representatives were hired to work on attendance and generate parental involvement.

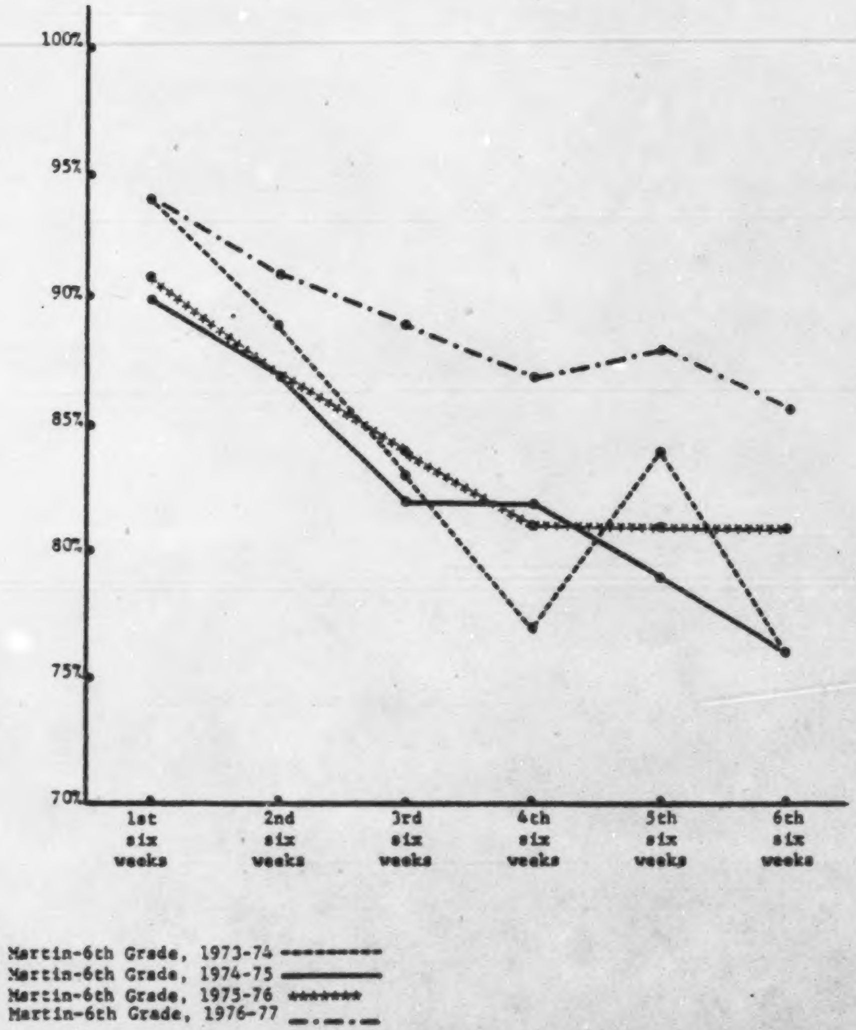
A comparison of the names of students served by SCE community representatives with a list of the SCE-identified students at Martin established that the community representatives had served the entire sixth grade irrespective of the SCE status of the students. It was therefore assumed that increased attendance on the part of SCE students would be reflected in the percent attendance for the whole Martin sixth grade.

Comparison of Martin sixth grade attendance of 1976-77 with attendance figures for three previous years shows a departure from previous trends. While attendance declined from the first to the fourth six-weeks as in previous years, the overall level of attendance was notably higher and the rate of decline less precipitous. As in the 1973-74 school year, attendance increased during the fifth six-weeks period, though not as sharply. A slight drop in attendance occurred during the sixth six-weeks period, in contrast to the 1975-76 school year during which attendance remained at the same level as the fifth six-weeks. The level of attendance for this period, however, was higher than for any of the previous three school years. Figure IV-28 gives Martin's sixth grade percent attendance figures for the past four years. Figure IV-29 gives a graphic representation of the figures.

Figure IV-28: PERCENT ATTENDANCE FOR MARTIN - 6th GRADE 1st-6th SIX-WEEK PERIODS, 1973-74, 1974-75, 1975-76, AND 1976-77.

School, Year	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Martin - 6th 1973-74	94%	89%	83%	77%	84%	81%
Martin - 6th 1974-75	90%	37%	82%	82%	78%	76%
Martin - 6th 1975-76	91%	87%	84%	81%	81%	81%
Martin - 6th 1976-77	95%	91%	89%	87%	88%	86%

Figure IV-29: PERCENT ATTENDANCE FOR MARTIN SIXTH GRADE SCHOOL, 1st-6th SIX-WEEK PERIODS, 1973-74, 1974-75, 1975-76, AND 1976-77.



33. Which SCE activities appear to have produced better results in terms of student attitude toward school?

ANSWER: Videotape activities were the one element of SCE activities that was studied in relation to student attitude by SCE Evaluation, since videotape activities are often believed to make students like school better. Results of the evaluation study showed that participating in videotape activities cannot be said to increase students' preference for the activities or for attending school.

SUPPORTIVE DATA:

Student Videotape Questionnaire

A random sample of students in SCE schools received a questionnaire in the spring related to videotape activities in which they indicated their level of participation in various videotape activities and then ranked the same activities for preference. The purpose of SCE Evaluation in conducting this study was to determine if students preferred those videotape activities which they had participated most frequently in. If they did not prefer the activities they had participated in most often, it could be inferred that student attitude toward school would be affected negatively. Results of the questionnaire administration showed that no significant correlations between level of participation in, and ranking of, videotape activities were found among SCE students. Participating in these activities cannot be said to increase students' preference for them or for attending school.

However, the videotape activities were ranked highly by the students, and high levels of participation did not decrease the appeal of these activities. Thus, students' use of videotape allows them to participate in desired activities which may through other measures show an increase in positive attitude toward school.

Figure IV-30 shows how SCE and non-SCE students ranked the videotape and related activities.

Figure IV-30: RANKING OF VIDEOTAPE AND RELATED ACTIVITIES BY SCE AND NON-SCE STUDENTS.

Activity	Order of Preference	
	SCE	Non-SCE
Watch a film during school.	1	1
Be on television myself as part of a lesson or school activity.	2	2
Watch an educational television program that was not made by someone in my school.	3	4
Watch other students in my school on television.	4	3
Watch a teacher in my school teach a lesson on school television.	5	5
Listen to a lesson on a tape recorder.	6	6
Have a lesson taught by a teacher in person.	7	7
Work a lesson in a workbook.	8	8

V

GLOSSARY

1. AISD - Austin Independent School District.
2. area directors - five persons in AISD who are responsible for elementary instructional supervision directly and through the instructional coordinators assigned to their geographical areas.
3. Basic Skills Component - that component of SCE which focuses on communication skills/reading and math through local campus planned program designs.
4. Boehm Test of Basic Concepts - a standardized achievement test given to AISD kindergarteners to measure their learning of preschool concepts.
5. Bilingual Component - that component of SCE which was designed to mesh with the ESEA Title VII Bilingual Project to provide staff training and bilingual materials to designated classrooms in four schools.
6. California Achievement Test (CAT) - a standardized achievement test battery with norms.
7. CASFA - Consolidated Application for State and Federal Assistance, submitted to TEA to apply for 1976-77 funds for Title I, SCE, and Migrant projects.
8. decision questions - a set of questions which must be answered by program or District decision-makers at some point in the future, for which the Office of Research and Evaluation provides data-based information through evaluation activities.
9. Education Planner - that person in AISD who is responsible for coordinating the planning of externally funded programs in the school district.
10. ESEA - Elementary and Secondary Education Act. A federal law passed by Congress in 1965; it has several "titles" (subsections of this act) which allocate funds for various purposes.
11. ESEA Title I - Title I of the Elementary and Secondary Education Act of 1965 which provides federal funds to educationally deprived children.
12. ESEA Title I Migrant - Sub-program of ESEA Title I which identifies and provides special services to migrant children.

13. ESEA Title VII - Title VII of the Elementary and Secondary Education Act of 1965 which provides federal funds for the implementation of demonstration bilingual programs.

14. evaluation design - the strategy developed for evaluating the effectiveness of a program.

15. evaluation questions - a set of questions developed during the planning stage of an evaluation to be used to provide information relevant to decision-questions.

16. Fountain Valley - a diagnostic, objectives-oriented system for evaluating student progress in math by testing skills areas.

17. instructional coordinators - persons in AISD who are responsible for the maintenance and improvement of the instructional program in the school district.

18. instrument - any formal data gathering device; includes tests, questionnaires, and interview forms.

19. Ladder of Skills - a conceptual learning scale which consists of skill objectives at each learning level which serve as the guide for placing each student on an appropriate learning level, and as the basis for reporting student reading progress.

20. level of significance - a statistical term used to express the degree of confidence that differences found among scores are true differences and not chance differences.

21. Migrant Project - the 1976-77 ESEA Title I Migrant Project in AISD.

22. ORE - Office of Research and Evaluation.

23. .05 level of significance - only 5 times out of 100 would the reported outcome have resulted solely by chance. (This is the level used by SCE Evaluation in all cases when reporting significance.)

24. Planning Component - that component of SCE concerned with planning and coordination of compensatory programs in AISD through three comprehensive planners.

25. project year - August, 1976 through May, 1977.

26. SCE - State Compensatory Education; a project funded by the state of Texas to provide assistance to educationally disadvantaged students.

27. SCE Evaluation Assistant - the person responsible for assisting in data collection and dissemination for SCE in Austin.

28. SCE planners - three persons hired through SCE funds to work with the AISD Education Planner in developing and coordinating compensatory programs in AISD.

29. SCE schools - eight sixth grade schools and six elementary schools in Austin which receive SCE funds.

30. Senior Evaluator for Compensatory Programs - the person responsible for the overall planning and direction of the evaluations of the Title I, SCE, Title VII, and Title I Migrant programs.

31. significant - a term used to signify statistical confidence in a reported outcome at a given level (usually .05).

32. sixth grade schools - eight schools in AISD which serve all sixth grade students in the District.

33. TEA - Texas Education Agency; the state agency responsible for providing leadership to Texas public schools in curriculum, training, and administration matters.

34. Title I Project - the 1976-77 ESEA Title I Project in the Austin Independent School District.

35. Title I/SCE Evaluator - the person responsible, with the Senior Evaluator, for the development of the evaluation design, the collection, analysis, and reporting of data, and the selection or development of appropriate instruments for Title I and SCE evaluations.

36. Title VII Project - the 1976-77 ESEA Title VII Bilingual Project in the Austin Independent School District.